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ABSTRACT

The revised guide, prepared to supplement the existing curriculum, suggests activities related to the three student goals: (1) to develop an awareness of who he/she is, and, through effective decision making, what he/she can become; (2) to become aware of the interrelationships of society with his/her school, community, family, work, and leisure; and (3) to become aware of the many facets of the world of work. A definition of career education and an outline of 10 junior high career education concepts open the document and are followed by steps for study. Suggested activities and ideas are presented for the following four subject areas and their related units: English (93 pages), home economics (42 pages), social studies (74 pages), and industrial arts (18 pages). Objectives, teaching procedures, and resources and materials are presented for each unit. A 14-page list of suggested local field trip sites and guest speakers is included. (BP)

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CAREER EDUCATION

Learning with a Purpose

JUNIOR HIGH 7-9 VOL. 1

- **English**
- **Home Economics**
- **Social Studies**
- **Industrial Arts**
- **Field Trip Sites and Guest Speakers**

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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During 1974 and 1975 in career education workshops, a group of teachers from three counties (Saline, Pettis and Benton) in central Missouri developed these activity guides. Special appreciation is expressed to all those individuals who participated in this program.

This booklet is only one step in the direction of developing career education curriculum. It has been revised and will continue to be reviewed and tested as an instrument for use as infusion of career education activities in middle/junior high levels of school.

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FOREWORD

This guide has been prepared with the hope that the following activities will be useful in infusing career education programs in an existing curriculum. The activities presented relate to the three general career education goals set up by the workshop participants for the junior high/middle school level. They are:

For the student

(1) to develop an awareness of who he/she is and through effective decision-making what he/she can become;

(2) to become aware of the interrelationships of society with his/her school, community, family, work, and leisure;

(3) to become aware of the many facets of the world of work.

All objectives, goals and activities included in this guide were developed in relation to these general goals.

The activities which follow are offered as suggestions for supplementing activities in career education programs. This guide's purpose is not to tell the individual instructor what he or she must do. Rather the guide simply offers an example of what the teacher might do. Exactly how the instructor does this will depend upon the interests, talents, abilities and ingenuity of the specific teacher, the students, and the resources available.

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CAREER EDUCATION
DEFINITION AND DESCRIPTION

There has been a saying used for many years that education is preparation for life. At different points in our nation's history, this point has been overlooked or overshadowed by other interests. It would seem that career education is purposely trying to once again provide this type of education.

Career development, which is a lifelong process, begins at a very early age. Even the pre-schooler does role playing. As a child enters formal education, he should continue a step known as the Awareness Stage. This usually covers pre-school through grade six. The second is the Exploration Stage, which covers the middle or junior high level. The third is the Preparation Stage. This covers a time period as long as necessary for the individual to acquire the skills and knowledge needed to enter and progress through his occupational career.

The educational climate today indicates a growing awareness on the part of increasing numbers of people that living in the most advantageous vocational niche is one of the most critical of cultural aspects to man and society. This is the climate that has given impetus to the concept of career development. The great scientific and technical advances in our country have brought about the age of automation--an age in which every person is a specialist. This is true of both the college-educated person and the worker who terminates his education with graduation from high school. Virtually every person, man or woman, college student or not, is involved in earning a living. Education, then, should provide meaningful, significant experiences designed to equip the individual for work in which he will be successful and properly challenged in accordance with his specific aptitudes, interests and total personality. In the case of these individuals who will eventually graduate from college, the function of the school is an interim step. For many others, high school may be the only formal preparation for a lifetime of work and living.

Career education says: Each individual should be led to develop his own work values after becoming fully aware of the alternatives and the implications, rather than have them dictated.

"Career" itself is a confusing term. To us, it refers to the sum total of all the work done by a person in his lifetime. It differs from an occupation in that an occupation is a component of a career at a point in time.

Career education, then, attempts to help students understand the work ethics imposed by society; develops their work values based on their own personal interests in full awareness of society's demands; helps them become aware of the world of work and its values, prepares for, and ultimately begins and pursues a career, including the possibility of occupational change and the hope for productive use of leisure during that career.

PHILOSOPHY

The interests of the junior high school revolve around the home, school and peer group. Through study of society, self and the world of work, these students begin to see themselves as an integral part of a working whole. Career education brings relativity to the classroom as it seeks to give the students a firm foundation in the basic skills of education.

CONCEPTS

1. Explore and become aware of the many kinds of careers available.
2. Realistically appraise career selections according to his present abilities and interests.
3. Understand that each person is an individual with different capabilities, needs, interests and values.
4. Recognize the value and interdependence of each job choice.
5. Realize that work in school is directly related to future job success.
6. Realize the satisfaction that should be inherent in job choices and in leisure time pursuits.
7. Realize that the cultural and social attitudes of his heritage will not necessarily limit his job choice.
8. Realize that the world is in constant change just as his own abilities, interests and aspirations change and will, therefore, explore many occupational possibilities during his maturation process.
9. Appreciate the responsibility he has to use his potential to contribute to the work force and to wisely use his leisure time to better the standards of cultural and recreational pursuits of his society.
10. Career preparation is not limited to a study for a specific career but necessarily includes all areas of study that broaden his mind and expand reasoning power so that he can make suitable choices in all phases of adult life.

STEPS FOR INTEGRATING CAREER EDUCATION CONCEPTS INTO UNITS OF STUDY

Select a unit that you will be teaching from your content area.

If necessary, further divide the unit into sub-units of 5 to 10 days duration.

Before a teacher can integrate career education into his content, he must first know the teaching purpose of his unit or sub-unit. Write in a declarative sentence what you want your students to know after you finish teaching the unit or sub-unit. This is the major idea.

Select a career objective from any of the five areas that you could incorporate into the unit mentioned above. State it as a major idea so that it can be combined with the content major idea.

Now you may incorporate the career education ideas into your unit in one of three ways.

a. Rewrite the content major idea to include the career education objective. If you do this, then your teaching unit will be primarily career oriented.

b. Keep your original content major idea. All components may not have career implications. If you have listed four components, three may be strictly content oriented. The fourth component may be the only one that has career implications. If you do this, you will have at least one lesson devoted to career education.

c. Your major idea and your components may have no stated implications. You will bring out the career implications in the activities you use for each lesson or component.

List the components that you will need to teach in order to get your major idea across to your students. A component is a word or phrase which will develop into a lesson.

Take each component and write a learning objective for it. The learning objective should tell what you expect the student to be able to do when he has finished the lesson.

For each component or lesson, list the learning activities that you would have your children do.

Career English

Goals

For the student:

- to describe personal capabilities and their relationship to the total individual
- to develop skills in job interviews
- to describe availability of jobs
- to identify the importance of letter writing
- to identify needs of grammar and usage in choosing a vocation
- to identify parents occupation
- to choose a specific career and develop a resource unit on that occupation

Main Objective--

For each student to develop and maintain knowledge and respect for self, others, and the world of work.

Working Point--

For each student to be exposed to a wide variety of occupations.

Evaluation Point--

For each student to develop and exhibit the ability to make responsible decisions that relate to the world of work, as exemplified through various activities throughout the unit.

Judy Rae Kuhlman

Student Objectives--

1. To describe your personality through an autobiography following the outline given.
2. To identify words in a dictionary for use in work situations.
3. To name five areas where English is directly related to an occupation.
4. To construct an application letter for this job.
5. To fill out forms concerning job applications and personal needs in the future.
6. To describe through oral application how to prepare for and conduct yourself in a job interview.
7. To construct a job kit.
8. To name personal guides to career choices.
9. To describe how English relates to these areas. To choose one area of interest to you as a career and develop a resource unit on this occupation. This should include education required, salary, retirement, benefits, working hours, probability of advancement, expenses incurred before, after, and during fulfillment of this occupation, future occupational trends and answering working problems in connection with this occupation.
10. To read and describe one non-fiction book on this occupation and write a two page synopsis of the material presented.
11. To interview your parents concerning their occupations and write a summary of your interview.

(Note: Vocabulary will be discussed each week in connection with the need.)

Vocabulary

depression
automated
ingredient
prospective

1st Week--Know Yourself

Set Introduction - show film "The World of Work"

I. Your School Record
(Class discussion) Guest Speakers--Principal and Counselor
   A. Grades - What is your overall average?
   B. Attendance - Why important?
   C. Rules & regulations - Why important in schools?
   How would this relate to working?
   D. Human relations - Getting along with other students and teachers.
   E. Attitude - Toward school
   Misconduct reports in office - Tardiness
   F. If you feel uncertain about your record - Discuss it with the counselor or the principal

II. Health and Physical Fitness
(Class Discussion)
   A. Effects on career - Choosing a suitable occupation
   B. Changing careers - If handicapped in some way
   C. Physical attributes - Professional sports, voice, appearance
   D. Effect on present activities - High school activities

III. Autobiography
(Written assignment)
   A. Where can be used later - Applications
   B. Importance of understanding yourself - Where you are and where you are going
   C. FORM
      1. Early life
         a. Where and when born
         b. Earliest rememberance
         c. Early experiences
      2. Family
         a. Size of family
         b. Mother, father, brothers, sisters
      3. Friends
         a. Who
         b. Things you do together
      4. School experiences
         a. Early school life (1-5)
         b. Recent school (6-1-2)
      5. Likes and dislikes
         a. Likes
         b. Dislikes
      6. Goals for future
         a. Education
         b. Occupation
         c. Other

Vocabulary
Convenient
Necessary
Parallel

2nd Week--Communications

I. Word Usage
   (Class Discussion)
   A. How to use a dictionary - Dictionary drills
   B. Where a dictionary important in occupations
      1. Secretary
         a. Spell words
         b. Define words
      2. Interpreter
         a. Where used
   C. New words developed through new jobs
   D. Difference non-standard--standard English
   E. Why people write
   F. Areas where skillful writing important
      1. Newspaper
      2. Executive Secretary
      3. Author (books, TV, plays)
      4. Advertising - public relations

II. Business Letters
   (Class Work)
   A. Be neat
      1. Write straight lines
      2. Keep your margins straight and parallel to edges
         (Discuss typing guides)
      3. Keep the letter clean
      4. Use your best handwriting
      5. Learn to fold the letter properly (Instructions given)
   B. Use unruled white paper
   C. Place your letter on the page so it is centered
   D. Type either if possible - poor typing can ruin
   E. Signature own handwriting above typed name
   F. Be courteous
   G. Use only one side of sheet
   H. Simple, direct language
   I. Try for clarity--clearness

III. Write a letter - Using made-up want ad or one found in the newspaper
   A. Emphasize strong points
   B. Include all necessary information
   C. Show interest in company
   D. Show ability to write a good letter
   E. Attitude must appeal to reader. Don't brag or be too humble.

IV. Write at least one letter to any of the addresses on file for added information on the career you would like to investigate.

V. Choose one slip of paper from the hat and give a one minute speech on that occupation. The only resource you may use is a dictionary.

3rd Week--Forms in Your Future

(Complete form on each type for notebook--can be obtained by writing firm connected with each type of activity)

I. Personal
  A. Fact Sheet
  B. Banking
    1. Checking account
    2. Deposits
    3. Checks
    4. Monthly statements
    5. Savings account application
    6. Savings account deposit
    7. Savings account withdrawal
  C. Driver's license
  D. Car loan
  E. Car insurance
  F. Credit card
  G. Mail order catalog
  H. Health insurance
  I. Charge account
  J. Life insurance

II. Job
  A. Social security number (application to be sent)
  B. Job application
    1. Office
    2. Factory
  C. Withholding exemption certificate
  D. Union membership
  E. Navy

Vocabulary

Specific
Typical
Procedure
Time card
Time clock
Requisition
Void
Absentee
Maintenance
Preventive
Authorize
Manager
Inserted
Business
Particular
Condition
Situation

4th and 5th Week

- I. Choosing an Occupation (Class Discussion)
  - A. Fringe Benefits
  - B. Salary
  - C. Expenses Incurred
    - 1. Before
    - 2. After
    - 3. During
  - D. Probability of advancement
  - E. Education required
  - F. Working hours
  - G. Future occupational trends
  - H. Hazards
  - I. Licenses required
  - J. Union affiliation

- II. Job Kit
  - A. Photographs
  - B. Two letters of recommendation
  - C. Photocopy of birth certificate
  - D. Personal record
  - E. Educational record
  - F. Work experience
  - G. Employment possibilities
  - H. Social security card

- III. Interview
  Discuss first - then role play activities
  - A. Prepare
    - 1. Talk to those who know about interviews
    - 2. Go over job kit
    - 3. Have prepared answers for--
      - a. Why you want to work here
      - b. About your personality
      - c. About education
      - d. About work experience
      - e. How much pay do you expect
  - B. Consider appearance
    - 1. Appropriate dress
    - 2. Clean
    - 3. Neatness
  - C. Behave correctly for circumstances

- IV. Prepare Unit (Include all work to this point in the unit) (Career Scavenger Hunt)
  - A. Answer work problems - Individual situations created for that occupation
  - B. Describe one non-fiction book on this occupation with a two-page synopsis
  - C. Interview your parents about their occupations
  - D. Include any magazines, pamphlets, etc. you have received or obtained

Vocabulary

- References
- Original
- Indicate
- Entry
- React
- Impression
- Cue
- Extreme
- Appropriate

Guest Speakers

Area Businessmen

V. Give a three minute speech on the same occupation you drew from the hat previously. You may use any resources available to you.

VI. Divide the class into groups of clusters. Have each group prepare a class discussion on their cluster. What jobs are included and why you might want one. Report to other members for the class. Approximately a 20 minute lesson.

Subject Area(s) Junior High English

Unit(s) Self-Understanding

Objective(s):

To help students understand themselves.

Procedure:

Give students some sentence beginnings to complete about themselves.

1. I like ________
2. This school _________
3. At night ________
4. I hate _________
5. I am afraid __________
6. My mind _________
7. I was stupid _________
8. If I could _________
9. I love ___________
10. I secretly __________

Resources and Materials:

Make up other sentence beginnings

Evaluation:

Students will be able to analyze their own personalities.

Comments on use:

Information should be kept confidential.

Lenore Harms

Subject Area(s) English

Unit(s) Self-Understanding

Objective(s):

To help students become aware of their abilities in choosing a particular job.

Procedure:

Show filmstrip "Setting Goals."

Discuss abilities and interests of individual students.

Have students write essay on one of the following topics:
Patience is an importnat feature of many vocations.
Almost everyone has some special skill that would fit him for a vocation.
In selecting a vocation, a person should try to find one that matches his intelligence.

Resources and Materials:

Filmstrip/cassette kit CE29 "Setting Goals by Guidance Associates.
Writing unit in English text.

Evaluation:

Help the student become aware of his own abilities and accept them.

Comments on use:

Lenore Harms

Subject Area(s) Junior High English

Unit(s) Self-Understanding

Objective(s):

To write out your personal interests

Procedure:

Make a list of your interests such as: Do you like to work with numbers, calculations, etc?
Do you like to work with people?
Do you like to work with things, i.e., tools, machines, etc?
What are your hobbies?
What sports do you like?
Write a paper based on these interests.

Resources and Materials:

Grammar book

Evaluation:

If a student is able to identify his interests, he will be more apt to understand his needs and wants.

Comments on use:

Lenore Harms

Subject Area(s) Junior High English

Unit(s) Self-Understanding

Objective(s):

For the student to identify attitudes toward work and special aptitudes.

Procedure:

Make a list of the things you do well.

Look at your own attitudes toward work.

Resources and Materials:

Activity:
List the things you do well

____

____

____

____

____

Use attached Activity #1

Evaluation:

Such a list of things the student does well will help him choose a right career.
Such a viewpoint regarding work will greatly affect the student's success at a job.

Comments on use:

Lenore Harms

ACTIVITY #1

Describe your attitudes toward:

1. Getting to work on time.

____

____

____

____

2. Doing your very best on the job.

____

____

____

____

3. Taking coffee or rest breaks.

____

____

____

____

4. Leaving work early.

____

____

____

____

5. Working with others.

____

____

____

____

6. Taking time off from work.

____

____

____

____

7. Calling in sick.

____

____

____

____

ACTIVITY #1

Explain your answers to the following questions.

How do you adapt to frequent changes?

How do you like repetitive or short-cycle operations?

How do you like close supervision with little chance for independent action or judgment?

How do you like being responsible for the activities of others?

How do you like working alone or in isolation?

How do you like working under stress?

How do you like to work in situations which require you to interpret feelings, ideas, or facts in terms of your own viewpoint?

How do you like working under precise, set limits, tolerances, or standards?

Summarize and discuss your responses with others.

Subject Area(s) English

Unit(s) Self-Understanding

Objective(s):

To become aware of your personal goals.
To encourage students to carefully examine their own personal goal structure.

Procedure:

Have students take a look at themselves. What do they want to do? What do they have to do?

Make a "job list" of these personal goals. From this list, have them write a paper including such ideas as:
What kind of job do I want?
What kind of family life do I want?
Where do I want to live?
What do I want to do for leisure time?

Resources and Materials:

Examine self

Grammar text
Guest speakers to talk on various occupations

Film entitled "Listen, Listen," 30 minute film from the Ford Motor Company

Occupational Exploration Kit, Grades 9-12

Evaluation:
To aid teacher in understanding needs and desires of the students.

Comments on use:

Lenore Harms

Subject Area(s) English

Unit(s) Self-Understanding

Objective(s):

To help students understand themselves.

Procedure:

Use game or activity "Twenty Things I Love to Do" and Value Survey

Resources and Materials:

See Appendix A and B

Evaluation:

Students will be able to analyze their own personalities.

Comments on use:

Students need to know that this information will be kept confidential.

Lenore Harms

APPENDIX A

PROCEDURE--Twenty Things I Love To Do

Be sure to say that what is written will be confidential to insure truthful responses from participants. It is also helpful for the leader to go through the activity with the groups. This could be done on a poster or blackboard.

Explanation of the code for marking each column:

(1) List 20 things you love to do

(2) A & P--Indicate by A or P whether you do each alone or with people--could be both.

(3) $--If it costs money to do the thing, indicate by $. You might set a limit. Example: Mark if costs $3.50 or more. If the activity involves equipment already purchased but does not exceed $3.50 each time activity is enjoyed, do not mark.

(4) P.A.--If you stand up and publicly affirm the item in this group of people, indicate by P.A.

(5) U or C--Do you feel the item is unique among this particular group of people or common?

(6) Date--Indicate (approximately) the last time you did the activity.

(7) Top five--Rank order the five items on your list that you enjoy most.

(8) F or M--Place F for an item which would have been on your father's list at your age--an M if it would have been on your mother's list at your age. You might put both M & F.

The open-ended sentences on the back of the sheet can be used for discussion purposes upon completing the chart. Individuals may want to share a statement or some of these statements. For example, a participant might list "playing tennis" as an activity, but be surprised to realize that he/she has not participated in this activity for three years. Participants may want to develop or reevaluate personal goals following the activity.

The leader could develop follow-up activities suitable for the group. These could be done individually, in pairs, in small groups, or with the group as a whole.

APPENDIX A

TWENTY THINGS I LOVE TO DO

F or M	Top 5(✓)	Date	U or C	P.A.	$	A or P	
							1.
							2.
							3.
							4.
							5.
							6.
							7.
							8.
							9.
							10.
							11.
							12.
							13.
							14.
							15.
							16.
							17.
							18.
							19.
							20.

I learned that I:

I relearned that I:

I affirmed that I:

I reaffirmed that I:

I demonstrated that I:

I recognized that I:

I was surprised that I:

I noticed that I:

I feel that I:

APPENDIX B

VALUE SURVEY

Below is a list of 18 values arranged in alphabetical order. Your task is to arrange them in order of their importance to YOU as guiding principles in YOUR life.

Study the list carefully. Then place a 1 next to the value which is most important to you; place a 2 next to the value which is second most important to you, etc. The value which is least important, relative to the others, should be ranked 18.

Work slowly and think carefully. If you change your mind, feel free to change your answers. The end result should truly show how you really feel.

____ A COMFORTABLE LIFE (a prosperous life)

____ EQUALITY (brotherhood, equal opportunity for all)

____ AN EXCITING LIFE (a stimulating, active life)

____ FAMILY SECURITY (taking care of loved ones)

____ FREEDOM (independence, free choice)

____ HAPPINESS (contentedness)

____ INNER HARMONY (freedom from inner conflict)

____ MATURE LOVE (sexual and spiritual intimacy)

____ NATIONAL SECURITY (protection from attack)

____ PLEASURE (an enjoyable, leisurely life)

____ SALVATION (deliverance from sin, eternal life)

____ SELF-REPECT (self-esteem)

____ A SENSE OF ACCOMPLISHMENT (making a lasting contribution)

____ SOCIAL RECOGNITION (respect, admiration)

____ TRUE FRIENDSHIP (close companionship)

____ WISDOM (a mature understanding of life)

____ A WORLD AT PEACE (freedom from war and conflict)

____ A WORLD OF BEAUTY (beauty of nature and the arts)

APPENDIX B

VALUE SURVEY

The following is an additional list of 18 values. Rank each item according to the importance of the characteristic for YOU.

____ AMBITIOUS (hard working, aspiring)

____ BROADMINDED (open-minded)

____ CAPABLE (competent, effective)

____ CHEERFUL (lighthearted, joyful)

____ CLEAN (neat, tidy)

____ COURAGEOUS (standing up for your beliefs)

____ FORGIVING (willing to pardon others)

____ HELPFUL (working for the welfare of others)

____ HONEST (sincere, truthful)

____ IMAGINATIVE (daring, creative)

____ INDEPENDENT (self-reliant, self-sufficient)

____ INTELLECTUAL (intelligent, reflective)

____ LOGICAL (consistent, rational)

____ LOVING (affectionate, tender)

____ OBEDIENT (dutiful, respectful)

____ POLITE (courteous, well-mannered)

____ SELF-CONTROLLED (restrained, self-disciplined)

____ RESPONSIBLE (dependable, reliable)

Subject Area(s) English

Unit(s) Self-Understanding

Objective(s):
To develop a paragraph from a basic topic sentence.

Procedure:

Examine yourself--your qualifications and abilities, especially your health.

Give students a definite topic sentence such as--
Health is an important aspect to consider in choosing a career.

The students are to add developing sentences and a concluding sentence.

Write a business letter in acceptable form to request information on a health career.

Write an essay on a well-known person in the health field.

Resources and Materials:

Grammar book

Career briefs (WORK or OEK)

Evaluation:
To become aware of students' understanding of how their own health is important when they choose a career.

Comments on use:

Lenore Harms

Subject Area(s) English

Unit(s) Self-Understanding

Objective(s):

To help students form a philosophy of life and to appraise their values and attitudes.

Procedure:

Read short stories such as "Glory in Bridgeville," "The Secret of Living," "Learn to Say Goodbye," "Diary of Anne Frank"

Discuss the values and attitudes the characters had about themselves.

This discussion should lead into the students' awareness of their own values or philosophy of life.

Resources and Materials:

Literature anthology

Evaluation:

To acquaint students with important values such as truth, justice, integrity, honor, etc.

Comments on use:

Lenore Harms

Subject Area(s) English

Unit(s) Self-Understanding

Objective(s):

To gain a better understanding of the various emotions which are most prevalent during adolescence.

Procedure:

View filmstrip and cassette "Understanding Emotions"

Discuss filmstrip briefly.
Make a list of emotions and write ways and means used in coping with that emotion.

Have a panel discussion where the members of the panel discuss these of coping as described by others in the class.

Make a scrapbook or collage of pictures showing various emotions.

Resources and Materials:
The Adolescent Experience Series "Understanding Emotions" (2 filmstrips and 2 cassettes)

The Coping With books by C. Gilbert Wrener and Shirley Schwarzrock. American Guidance Service, Inc.

Evaluation:
To help students better understand themselves and to cope with their own emotional states.

Comments on use:

Lenore Harms

Subject Area(s) English

Unit(s) Self-Understanding

Objective(s):

To acquaint student with his scholastic rank in a particular area.

Procedure:	Resources and Materials:
Show student his percentile score in a given subject area as taken from a standard test. Have counselor explain the percentile score. Show the bell-shaped curve	Counselor His records

Evaluation:

Students will understand more fully what knowledge they have acquired.

Comments on use:

Lenore Harms

Subject Area(s) English

Unit(s) Self-Understanding

Objective(s):

To help student to understand himself and as a result, others. To give him more information about the world of work.

Procedure:

View filmstrip: "Jobs: What You See and What You Get." Use attached sheet "Who I Am"
View filmstrip: "The Connection"
Use attached sheet "What I Like To Do"
Discuss personality, individuality, sociability.
Write a paragraph about one of the above.
Student select some popular figure in public life for study. List characteristics person has to do his job well.

Resources and Materials:

SRA Work Widening Occupational Roles Kit

All About You

Reader's Guide and magazines

Evaluation:
Gives the student the tools for intelligent vocational planning.

Comments on use:

Lenore Harms

Subject Area(s) English

Unit(s) Decision-Making

Objective(s):

To endeavor to help students develop some understanding of American life styles and how career choices affect them socially, physically, emotionally, financially, etc.

Procedure:

Discuss importance of choosing career as a very important decision.

A. First adult decision
B. Satisfactions to be gained
C. Influence leisure time activities
D. Define as to relationship to health--both mental and physical.

Activities

Have students take their favorite leisure time activity and estimate cost for a month.

Have each student present his favorite hobby to the class. Make correlation between hobbies and world of work.

Have students list examples of people who combine leisure activities with work. Give examples.

Resources and Materials:

Cake decoraters decorate cakes in own home.
Auto mechanics enter cars in racing events.
Artists who sell pictures.
Upholsters have own home shop.

Introduction to Occupations

Evaluation:

Comments on use:

Jane Parker

Subject Area(s) Junior High English

Unit(s) Emotions

Objective(s):

To gain a better understanding of the various emotions which are most prevalent during adolescense.

Procedure:

View filmstrip and cassette "Understanding Emotions."

Discuss filmstrip briefly.

Make a list of emotions and write ways and means used in coping with that particular emotion.

Have a panel discussion where the members of the panel discuss these methods of coping as described by others in the class.

Make bulletin board display and scrapbook of pictures showing various emotions.

Resources and Materials:

The Adolescent Experience
Series "Understanding Emotions"
2 filmstrips and 2 cassettes
Guidance Associates

The Coping With books by
C. Gilbert Wrenn and Shirley
Schwarzrock

Evaluation:

To help students better understand themselves and how they cope with their own emotional states.

Comments on use:

Lenore Harms

Subject Area(s) English

Unit(s) Attitudes

Objective(s):

To improve students' outlook on the study of English as a school subject.

Procedure:

Have students interview various workers in the school: teachers, administrators, secretaries, cooks, janitors, bus drivers, librarians, and counselors.

Ask how these people use English in their job.

Report to class by giving round table discussion method, oral report, or written paper.

Resources and Materials:

Personal contact with school personnel.

Evaluation:

Students will learn how English helps people communicate more effectively.

Comments on use:

Students were divided into gruops so not all would interview the same person.

Lenore Harms

Subject Area(s) English

Unit(s) Attitudes Toward Work

Objective(s):

To help students realize proper attitudes toward his vocation.

Procedure:

Select a common object such as an apple, a pop bottle, or an automobile and ask students to write down all the ideas he associates with it. Discuss the results in class.

Write the word "job" and all the ideas he associates with it.

Discuss "Why People Work." List reasons. Also discuss "Why People Don't Work."

Resources and Materials:

Evaluation:

To help formulate proper attitudes toward work.

Comments on use:

Lenore Harms

Subject Area(s) Junior High English

Unit(s) Inner Conflict

Objective(s):
To have students see how character can be revealed by a critical incident.

Procedure:

Read a short story.

Discuss the characters of the policeman or Jimmy Wells and Bob.

Discuss students' reaction to their own conflicts.

Write a composition on a situation where you have to choose between friendship and duty. (What was the conflict in your mind? Describe the problem and tell how you resolved it.)

Resources and Materials:

Literature anthology "After Twenty Years" by O. Henry.

Evaluation:

To acquaint students of a self-concept of themselves.

Comments on use:

Lenore Harms

Subject Area(s) Junior High English

Unit(s) Inner Conflict

Objective(s):

To help students understand how to cope with a handicap.

Procedure:

Read a short story.

Discuss the characters--Mr. Parsons and the beggar.

Write a composition about someone or yourself, who exaggerated or twisted facts in order to make a particular impression. Describe the exaggeration and tell what happened to him as a result.

*Activity to show students how much a handicap blindness is--Have students be blindfolded and then identify items placed on their desks.

Resources and Materials:

Literature anthology--"The Man Who Had No Eyes" by MacKinlay Kantor

Evaluation:

To acquaint students with reality--how to deal with a handicap should any exist.

Comments on use:

Lenore Harms

Subject Area(s) Science

Unit(s) Drug Education - Stress

Objective(s):

To endeavor to help students understand stress and how better able to cope with it.

Procedure:

Define stress.

Have students write paper on "Better Ways to Cope With Stress."

Bring out why drugs, etc., do not bring lasting satisfaction.

Resources and Materials:

Science text

Modern Life Science

Evaluation:

Comments on use:

40

Jane Parker

Subject Area(s) Language Arts

Unit(s) Values--Creative Writing

Objective(s):

To encourage students to consider following values.

Procedure:

List following values on board. Have students select most important 5 according to their own feelings. Rate these in order of importance. Write short paragraph on 5 most important.

Religion
Presige, recognition and status
Family and home
Creativity
Financial security
Group acceptance
Honesty
Education
Equality

Resources and Materials:

Evaluation:

Compile data as to class choices.

Comments on use:

Jane Parker

Subject Area(s) English

Unit(s) Compositions on Life Style

Objective(s):

To have students imagine and convey on paper projected life style.

Procedure:

Discuss "future" of students.

Have pupils write paper on life style 10 years after high school graduation. Form should be following a daily schedule and should include the desirable activities for one day.

Resources and Materials:

Evaluation:

Grade paper as to the form, etc.

Comments on use:

Jane Parker

Subject Area(s) English

Unit(s) Composition - Success

Objective(s):

To have students write short compositions on what success means.

Procedure:

Read short biographical sketches on people who were successful in seemingly extremely difficult circumstances.

Discuss with class definition of success.

Have students write paper on their concept of success.

Resources and Materials:

Success stories of famous handicapped personalities.

Evaluation:

Grade paper as to form, etc.

Comments on use:

Jane Parker

Subject Area(s) Junior High English

Unit(s) Creative Writing

Objective(s):

To teach students the development of a paragraph.
To develop a topic sentence.

Procedure:

Give the students the topic "What I am going to be doing ten years from now."

Have students develop a topic sentence (approved by the teacher).

Decide on what arrangement the paragraph will have: chronologically, spatially, or order of importance, etc.

Conclude paragraph with a "clincher" sentence."

Resources and Materials:

English text
Sample paragraphs

Evaluation:

For the student to write a paragraph effectively by using a definite form.

Comments on use:

For this to be a successful lesson depends greatly upon a good, workable topic sentence.

Lenore Harms

Subject Area(s) Language Arts

Unit(s) Creative Writing

Objective(s):

To endeavor to stimulate students' thinking concerning maturity.

Procedure:

Discuss meaning:

- a. Inherited or acquired
- b. Aspirations for?
- c. When do they start achieving?

Have students write paper on Ways To Achieve Maturity

Resources and Materials:

Evaluation:

Grade paper as to finer points of them writing.

Comments on use:

Jane Parker

Subject Area(s) Composition

Unit(s) Self-Awareness

Objective(s):

To help students begin to try to understand self.

Procedure:	Resources and Materials:
Have students write paper on reaction to a particular situation. Example: What if I were the only one in a class election who voted for myself!) Evaluate orally nameless papers.	Literature anthologies School counselor

Evaluation:

Emphasize various reactions relating to self image.

Comments on use:

Jane Parker

Subject Area(s) Composition

Unit(s) Self-awareness

Objective(s):

To help students understand self

Procedure:

Present a situation and let student explain in a paper his reaction to the problem

"What if I were the only one that voted for myself?" would be the situation for the paper.

Evaluate orally in class not revealing names.

Resources and Materials:

Literature Anthology

School counselor

Evaluation:

Emphasize various reactions to the situation relating to the self image.

Comments on use:

Lenore Harms

Subject Area(s) Composition

Unit(s) Self-Awareness

Objective(s):

Help students to begin to try to understand self.

Procedure:

Write a paper.

Give student a particular situation. Let student explain his reaction to the situation.
Example: What if I was the only one that voted for myself.
Evaluate before class nameless papers.

Resources and Materials:

List books
School counselor

Evaluation:

Emphasize various reactions of situation relating to self-image.

Comments on use:

Dan Rippel

Subject Area(s) Composition

Unit(s) Developing paragraphs

Objective(s):

To acquaint students with a specific career
To teach topic sentence

Procedure:

Write a paper devoting a paragraph to each of the following topics:

- Nature of Job
- Places of Employment
- Training
- Employment Outlook
- Earnings
- Working Conditions

Resources and Materials:

Occupational Outlook Handbook

Grammar text

Evaluation:

Check paragraphs for topic sentence and development of such.

Comments on use:

Lenore Harms

Subject Area(s) Composition

Unit(s) Creative Writing

Objective(s):

To learn about a particular occupation

Procedure:

Have student write an essay in class on a career they are interested in. (Give clever titles. Be specific)

Individualized study on this occupation.

After a week of research, bring notes to class and write an informative paper on this same career.

Resources and Materials:

Occupational Handbook

Library - Vertical file, career books, etc.

Evaluation:

Compare the two papers.

Comments on use:

Lenore Harms

Subject Area(s) Language Arts

Unit(s) Creative Writing

Objective(s):

To make students aware of occupations associated with manufacturing of clothing.

Procedure:	Resources and Materials:
Write a display ad featuring your favorite outfit. List all possible occupations associated with manufacture of outfit.	Catalog Retail shops Newspaper

Evaluation:

Compare ads

Comments on use:

Jane Parker

Subject Area(s) Composition

Unit(s) Descriptive Writing

Objective(s):

To investigate specific career occupations for a specific day.

Procedure:

To introduce various occupations. List occupations.

Questions concerning parental occupations. Ask questions.

Assign paper as to giving instructions concerning form.

To write a paper dealing with and describing parental occupations.

Resources and Materials:

Interview with parent

Pictures, handouts that pertain to occupations

Introductory speaker

Field trip to job area

Evaluation:

Descriptive paper summarizing and describing their study of parent's job area.

Comments on use:

Dan Rippel

Subject Area(s) Composition

Unit(s) Descriptive Writing

Objective(s):

To explore, to investigate, to evaluate a specific career occupation for a specific day.

Procedure:

Introduce various occupations.

Specific questions concerning parental occupations.

Assign specific paper giving instruction as to form.

Pupils write paper describing parental occupation.

Resources and Materials:

Interview with parent.

Pictures, pamphlets, handouts relating to various occupations.

Introductory speaker to discuss various occupation.

Field trip to explore available occupations.

Evaluation:

Descriptive paper relating to parents' occupations.

Comments on use:

Jane Parker

Subject Area(s) Composition

Unit(s) Descriptive Writing

Objective(s):

To investigate different career occupation a specific day.

Procedure:

Introduce various occupations
(list specific ones)

Questions concerning occupations of parents.

Assign paper giving instructions as to form

Students write a descriptive paper on either parental occupation.

Resources and Materials:

Interview with parent
Pictures, pamphlets, etc. relating to careers
Speaker come to class to talk about a career

Field trip

Evaluation:

A descriptive writing of parents' occupation.

Comments on use:

Lenore Harms

Subject Area(s) Composition

Unit(s) Creative Writing

Objective(s):

To evaluate a specific occupation chosen by students.

Procedure:	Resources and Materials:
Have students write in-class paper on something that interests them.	Occupational Handbook
Do individualized study on chosen career Interviews Occupational Handbook Library	Personal Interviews Career education related materials found in library
Students write another in-class informative paper on same occupation.	

Evaluation:

Compare two papers.

Comments on use:

Jane Parker

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Subject Area(s) Composition

Unit(s) Creative Writing

Objective(s):

To evaluate a particular occupation that the student chooses.

Procedure:

Have students write in class a paper on a occupation that they think they might be interested in.
What I don't want to be.
For one week, the students will do an individual study selecting from:

- Library
- Occupational Handbook
- Interviews

The next week the students will return and write a follow-up informative paper on the area that they have studied, may use notes from their research materials.

Resources and Materials:

Library
Occupational Handbook
Field trip

Evaluation:

Compare the two papers

Comments on use:

Dan Rippel

Subject Area(s) Composition

Unit(s) Literature - Short Story

Objective(s):

Investigate more thoroughly the occupations of characters in the story.

Procedure:	Resources and Materials:
After completion of story related activities. Assigned investigations of occupations of specific characters in the story. Do research on specific occupations. Give oral report on research found on occupations then write a paper on how the character was suited for occupations.	Encyclopedia Card file Biographical information Literature book

Evaluation:

Develop idea at what vocation is.

Comments on use:

Dan Rippel

Subject Area(s) Composition

Unit(s) Short Story

Objective(s):

To investigate more thoroughly the occupations of the characters in the short story.

Procedure:

After completion of study of the story, assign investigations of occupations of specific characters.

Research the specific occupation and give a oral presentation on subject.

Then write a paper showing how the character was suited for his occupation.

Resources and Materials:

Encyclopedia, card catalog for biographical information

Literature anthology

Evaluation:

Develop a basic idea of what the occupation is like.

Comments on use:

Lenore Harms

Subject Area(s) English

Unit(s) Career Ed. - Satisfaction
Creative Writing Poetry

Objective(s):

To help students become aware of the role satisfaction plays in a career.

Procedure:	Resources and Materials:
Read Kipling's poem When Earth's Last Picture is Painted	Poem book Kipling, When Earth's Last Picture is Painted
Discuss why satisfaction is important to you in your career.	
" . . . and no one shall work for money, and no one shall work for you, but each for the joy of working."	
Read Longfellow The Builders	Longfellow, The Builders
Discuss "integral parts necessary for successful structure"--one part builds upon another.	

Evaluation:

Comments on use:

Jane Parker

Subject Area(s) Composition

Unit(s) Literature - Short Story

Objective(s):
To investigate more thoroughly the occupation of characters contained within designated unit of short stories.

Procedure:	Resources and Materials:
After completion of other story related activities, assign investigations of occupations of specific characters. Do research on specific occupations. Present oral report to class on various occupations. After oral reports, write paper on showing how character was suited for his occupation.	Encyclopedia Biographical information obtained from card catalog in library Literature anthology

Evaluation:

Develop a basic idea of what a vocation consists of.

Comments on use:

Jane Parker

Subject Area(s) Language Arts

Unit(s) Career Exploration

Objective(s):

To encourage to investigate and explore various occupations as to prestige.

Procedure:	Resources and Materials:
Define prestige. Discuss. Rank following 15 occupations in order of prestige. Banker Artist Poet Grocer Farmer Civil Engineer Physician Lawyer Mail Carrier Airplane Stewardess Minister Architect Carpenter Plumber Truck Driver	Career Exploration and Planning

Evaluation:

Comments on use:

Jane Parker

Subject Area(s) English

Unit(s) Career Ed. - Exploring World of Work

Objective(s):

To have students investigate the many occupations associated with one area.

Procedure:

Present 14 Career Clusters--Discuss each and then assign the students the task of listing as many careers as possible associated with each cluster.

For example: Health occupations
Maintenance
Child care

For follow up, armed with compass, have them create "art" projects. Select most interesting and reproduce for bulletin board.

Resources and Materials:

Occupational Handbook

Encyclopedia

Evaluation:

Comments on use:

Jane Parker

Subject Area(s) Junior High English

Unit(s) Research Unit

Objective(s):

To learn how to make a proper outline.

Procedure:	Resources and Materials:
Give listings of many professions. Have students identify main headings and subdivisions.	Grammar book
Make an outline which could be used for a future paper.	Fundamentals of the Research Paper by William Leaky.

Evaluation:

For the student to be able to distinguish between main topics and subheadings.

Comments on use:

Lenore Harms

Subject Area(s) English

Unit(s) Career Ed. - Individual Goals
& Choices to Employment Trends

Objective(s):

To encourage students to investigate and analyze job opportunities within own community.

Procedure:

Using the high school's year books, discuss jobs last year's high school graduates are now holding.

Complete following table:
a. How many have left your town?
b. How many are in service?
c. How many married home town girls or boys?
d. How many in college?

Resources and Materials:

High school annuals.

Evaluation:

Discuss types of jobs available in your community. Have students compare previous job choices with realistic world of work they now see.

Comments on use:

Jane Parker

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Subject Area(s) Language Arts

Unit(s) Career Ed. - Investigation of various occupations associated with the manufacturing of a ball point pen.

Objective(s):

To make students aware of many varied occupations associated with manufacture of a small item.

Procedure:

Discuss with students various parts of a ball point pen.

Discuss "part" of the operation concerned with the manufacture of a pen. Create interest.

Have students write list of various occupations associated with manufacture of ball point pen.

Resources and Materials:

Encyclopedia
Dictionary

Evaluation:

Grade paper

Comments on use:

This idea would work with the manufacture of any relatively simple item. Students enjoy the challenge of making the longest list.

Jane Parker

Subject Area(s) English

Unit(s) Career Related Vocabulary

Career Bingo

Objective(s):

To introduce to and make students aware of career related vocabulary.

Procedure:

Provide students with list of career related terms.

Create Bingo game sheet. Have students randomly scatter terms over sheet.

Teacher will orally give definitions, students will cover term on bingo sheet.

Resources and Materials:

Occupational Handbook

Bingo Game Sheet
Small squares of colored paper for "covers."

Evaluation:

Quiz on terms.

Comments on use:

Jane Parker

Subject Area(s) English

Unit(s) Career Related Terms

Objective(s):

To introduce to and make students aware of career related vocabulary.

Procedure:	Resources and Materials:
Discuss career vocabulary. Have students work crossword on career related vocabulary.	Ditto on crossword puzzle.

Evaluation:

Comments on use:

Jane Parker

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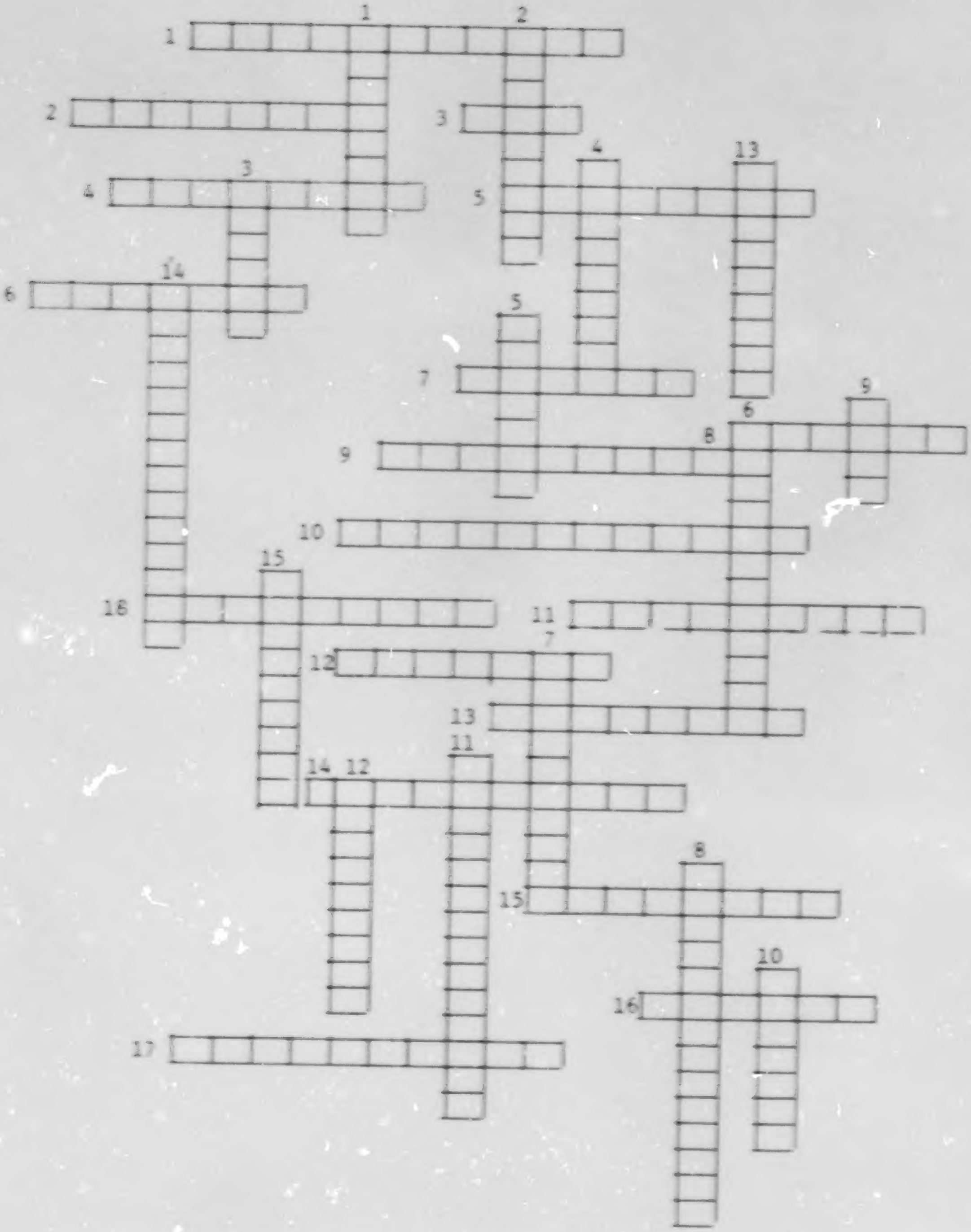
CAREER VOCABULARY CROSSWORD

DOWN

1. One who hires and provides work
2. A tax levied on the income or profits of individuals or corporations
3. The act of discharging employees, a discontinuance of work
4. Past tense of satisfy
5. Degree of excellence
6. Working for self, past-tense
7. One who is bound by a legal agreement to serve another for a period of time in order to learn a trade
8. That part of an employee's wages or salary which is deducted as an installment on his income tax
9. Facts or figures from which conclusions may be drawn
10. Written legal permit
11. Things gained from a job other than salary
12. State of mind regarding some opinion
13. Earnest or constant application to work or business
14. A federal program of old age and unemployment insurance
15. Priority of age, service or rank

ACROSS

1. Union of laborers
2. Exact as to appointed time
3. Anything to be done
4. One who works for another in return for a salary
5. Systematic instruction and drill
6. A guaranteed allowance to an individual for some service performed
7. A course of professional life or employment
8. Compensation for services performed
9. A first move
10. A meeting of two persons for the purpose of securing employment
11. Permission to be absent due to illness
12. Any day, not a Sunday or holiday
13. Natural or acquired understanding for given subject
14. A union of workers organized for better working conditions
15. Compensation, wages, salary
16. Written plan of administrative action
17. One's regular immediate business
18. A clock automatically equipped for recording arrival and departure time



Subject Area(s) English

Unit(s) Career Related Vocabulary

Objective(s):

To introduce to and make students aware of career related vocabulary.

Procedure:	Resources and Materials:
Discuss career vocabulary.	
Have students work word-a-gram on career related vocabulary.	Ditto--Word-a-gram on career related vocabulary

Evaluation:

Comments on use:

Jane Parker

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WORD-A-GRAM

G	N	I	N	I	A	G	R	A	B	E	V	I	T	C	E	L	L	O	C
F	S	M	A	N	L	S	E	I	F	E	M	P	L	O	Y	E	D	O	N
O	N	C	O	G	N	I	D	L	O	H	H	T	I	W	U	D	E	C	T
V	O	T	S	I	C	K	L	E	A	V	E	T	C	A	R	E	E	R	M
I	I	R	O	D	A	W	I	D	E	T	E	P	I	T	U	A	L	P	A
E	N	A	P	E	U	E	F	U	D	C	C	W	O	R	E	D	A	U	N
N	U	I	E	I	Q	I	I	T	U	A	I	A	P	E	M	Y	L	N	U
O	R	N	T	F	E	V	X	I	R	F	T	G	E	V	P	A	Y	C	F
I	O	I	R	I	M	R	A	P	E	S	N	I	N	I	L	R	O	T	A
T	B	N	A	L	A	E	T	A	E	I	E	A	S	T	O	E	I	U	C
A	A	G	Y	A	O	T	E	C	D	U	R	D	I	A	Y	Y	F	A	T
R	L	E	A	U	C	N	M	L	O	N	P	O	O	I	E	O	F	L	U
E	S	R	D	Q	N	I	O	V	A	R	P	S	N	T	E	L	O	I	R
P	T	I	K	T	L	H	C	M	E	E	A	B	B	I	K	P	Y	T	E
O	F	O	R	I	T	Z	N	C	A	R	E	A	O	N	C	M	A	Y	C
O	O	A	O	I	L	U	I	S	N	E	P	L	J	I	I	E	L	A	R
C	W	O	W	K	D	A	Y	L	S	A	L	A	R	Y	S	C	N	U	P

Training
Qualified
Income Tax
Self-employed
Job
Cooperation
Work Day
Withholding
Salary
Apprentice
Pension
Layoff
Manufacture
Employer
Employee
Collective Bargaining
Career
Labor Union
Punctuality
Interview
Initiative
Sick Leave

Subject Area(s) English

Unit(s) Career Ed - Vocabulary

Objective(s):

To combine vocabulary skills with newly acquired occupational information.

Procedure:

Provide each student with list of words used in various occupation. Have students match vocabulary with occupations.

Examples
- cornice
- meringue
- oral
- layout
- carburetor
- sante
- pinking shears
- column
- blueprint

Resources and Materials:

Dictionary

Evaluation:

Comments on use:

Jane Parker

Subject Area(s) Language Arts

Unit(s) Newspapers--Capitalization and Punctuation

Objective(s):

To reinforce a concept of capitalization and punctuation.

Procedure: Have students review capitalization and punctuation by finding an example of every rule in the newspaper.	Resources and Materials: Newspapers The Newspaper in the Classroom

Evaluation:

Comments on use:

Jane Parker

Subject Area(s) Language Arts

Unit(s) Use of Verbs

Objective(s):
To help students recognize verbs.

Procedure:

Have students write paper on sports events. Assign a minimum number of verbs to be used in paper.

Underline all verbs.

Resources and Materials:

Newspapers
Sports magazines

Evaluation:

Grade paper as to form, etc.

Comments on use:

This has particular appeal to boys.

Jane Parker

Subject Area(s) Junior High English

Unit(s) Grammar

Objective(s):

To make nouns from words by adding "er" or "or"

Procedure:

Tell students that these nouns will show various suffixes that can mean "a person who does or is."

Use the activity that follows.

Resources and Materials:

Grammar

Evaluation:

To see if studnets know how suffixes work to change words used as one part of speech into words used as another part of speech.

Comments on use:

Lenore Harms

ACTIVITY

How many words can you discover that use "er" or "or" as a noun-making ending? Write down a noun for each of the blank spaces below. Each noun should end in "er" or "or," and each should be the name for someone who does a certain kind of job. (Use singular or a plural noun as necessary, depending upon the sense of the sentence.)

1. A ______________ plows and plants.
2. A ______________ plots a plane's course.
3. A ______________ builds buildings.
4. The ____________ unplugged our toilet.
5. A ______________ has to like the sea.
6. The ____________ tried to ring the number again.
7. Many ____________ still make pants and jackets.
8. ____________ choose the news stories for the front page.
9. A ______________ tames wild animals.
10. An ______________ checks the quality of fresh meats.
11. The ______________ in a play have to memorize the script.
12. ______________ make rolls, pies, and cakes.
13. A ____________ uses a camera to make pictures.
14. A ______________ helps people choose furniture, wall decorations, curtains, and drapes for a home.
15. All ______________ use ladders and brushes.
16. A ______________ delivers sermons.
17. A ______________ sells jewels.
18. A ______________ supervises other workers.
19. A ____________ prints books.
20. A ____________ conducts the orchestra.

Subject Area(s) Grade 8

Unit(s) Spelling and Grammar

Objective(s):

To associate spelling words with careers.
To learn basic sentence construction.

Procedure:

Write sentences with spelling words associating them with a special occupation.

Make your sentences colorful and lively.

Divide sentences into the basic parts: noun phrase and verb phrase.

Resources and Materials:

Skills in Spelling, Book 8, Unit 4

Grammar text

Evaluation:

For the student to be able to construct basic sentences using words he has studied.

Comments on use:

Lenore Harms

Subject Area(s) Grade 7

Unit(s) Spelling

Objective(s):

To acquaint students with words associated with the profession of doctors and medicine.

Procedure:	Resources and Materials:
Write a paragraph on a subject related to doctors and medicine using at least eight of the unit words. Underline each unit word you use.	Skills in Spelling, Book 7, Unit 7

Evaluation:

Comments on use:

Lenore Harms

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Subject Area(s) English

Unit(s) Film

Objective(s):
Help students identify careers in the film industry as well as develop a sense of interest and appreciation of art forms.

Procedure:	Resources and Materials:
Define and identify terms that apply to the film industry.	Photographer
Prepare students for films by giving a brief overview of the film.	AV Specialist
Watch films from the film unit.	Occupational Outlook Guide
Group discussion on films.	McGraw-Hill short media film unit TV
Identify different careers involved in each film (will be some overlapping)	
Have photography people talk to class.	Motion picture theater
Identify careers related to one specific movie.	Speech & drama specialist Make-up people Pro actors Make own slide-tape program

Evaluation:
Test over terms.
Make own short picture
Write own script
Do a term paper on one specific career in film industry.
Make posters, peek boxes, collages, collection of parts or objects and mount on a board.

Comments on use:

Dan Rippel

Subject Area(s) English

Unit(s) Job Application

Objective(s):

For students to learn about one specific company and what their personal director looks for in an applicant.

Procedure:

Brief students on speaker coming and his background.

Have speaker give examples of what he looks for in an applicant, questions he asks, show an example of application. Tell about his company.

Resources and Materials:

Phillip Sweargin, Banquet Foods, Marshall

Dick Butterfield, Wilson Foods, Marshall

Evaluation:

Test over speech
Write-up over speech

Comments on use:

Dan Rippel

Subject Area(s) English

Unit(s) Job Applications

Objective(s):

For students to learn how to fill out and complete various job applications.

Procedure:

Give a brief resume of the importance of value of job applications.

Have a unrehearsed role playing situation with one student as employer and one as prospective employee.

Give students a sample application and help them fill it out.

Give students sample of job applications and let them fill it out on their own--then go over in class.

Do another role playing exercise after students have worked with applications with employer-employee situation.

Resources and Materials:

Job application book from State Fair Community College

Samples of various job applications that students bring in from jobs parents may work on

Trans. Guides

Evaluation:

Give an application to fill out in class. Have role playing exercise to do in class.

Comments on use:

Dan Rippel

Subject Area(s) English

Unit(s) Selling

Objective(s):

For students to identify different selling and salesmen jobs.

Procedure:

Discuss the art of selling.

Have speaker on salesmenship from vocational school.

Let students try to sell to each other in class.

Let them try to sell outside the classroom.

Cover the Popeye booklet on selling in class and talk about each phase of the booklet.

Have students interview a salesman or store manager and write a paper on the interview.

Resources and Materials:

Businessmen in town

Vocational school merchandising man

Popeye comic series booklets

Evaluation:

Write paper on interview of businessman.
Sell object in class.
Test over Popeye series discussion in class.

Comments on use:

Dan Rippel

Subject Area(s) English

Unit(s) Health Occupations

Objective(s):

To help students identify careers in the health occupation area as well as learning the need to communicate and work with others. This particular area deals with the general practitioner.

Procedure:

View filmstrips on medical profession.

Brief students on speaker and area he is going to cover.

Have students prepare questions that they might have concerning the speaker's particular area.

Through class discussion, stress importance of communication necessary in the day to day activities of a practitioner. This would have to be communication in the professional work and in talking to lay people.

Resources and Materials:

Any local M.D.

Magazines in library

Filmstrips on medical profession

Local medical clinics may have handouts or material to give.

Evaluation:

Have students do a write-up on talk.
Give quiz over speakers talk.
Have students talk to other M.D.s in the community.

Comments on use:

Dan Rippel

Subject Area(s) English

Unit(s) Health Occupations

Objective(s):

To help students identify careers in health occupation area as well as learning the need to communicate and work with others. This particular area deals with the chiropractor.

Procedure:

View filmstrips on medical profession.

Brief students on speaker and area he is going to cover

Have students prepare questions that they might have concerning the speaker's particular area.

When speaker comes, have difference between a chiropractor and M.D. explained. Have the doctor explain the communication involved in his profession.

Have the doctor bring slides or x-rays to help explain a little more about his profession.

Resources and Materials:

Any local chiropractor

Magazines in library

Filmstrips on medical profession

Dr. Jim Igo
Chiropractor College in
Kansas City
Medical magazines
Outlook Handbook Guide

Evaluation:
Have students do a write-up on talk.
Give quiz over speakers talk.

Comments on use:

Dan Rippel

Subject Area(s) English

Unit(s) Health Occupations

Objective(s):

To help students identify careers in health occupation area as well as learning the need to communicate and work with others. This particular area deals with special education and attendants at state school.

Procedure:	Resources and Materials:
View filmstrips on medical profession.	
Brief students on speaker and area he is going to cover.	Magazines in library
Have students prepare questions that they might have concerning the speaker's particular area.	Filmstrips on medical profession
In class discussion, point out difference in working at state institution rather than a private or local facility.	Marshall State School & Hospital
Have speaker discuss the communication problems that are faced in special education situations.	Mrs. Nancy Rabe, Trainer of attendants at Marshall State School.
A field trip to the hospital after the speaker has been there is helpful.	Materials that can be obtained on special education and working in special education hospitals

Evaluation:

Have students do a write-up on talk.
Give quiz over speaker's talk.
Can have write-up on field trip and discuss what was viewed on trip.

Comments on use:

Dan Rippel

Subject Area(s) English

Unit(s) Health Occupations

Objective(s):

To help students identify careers in health occupation area as well as learning the need to communicate and work with others. This particular area deals with the dentist.

Procedure:	Resources and Materials:
View filmstrips on medical profession.	Any local dentist Viewing dentist office on own
Brief students on speaker and area he is going to cover.	Magazines in library
Have students prepare questions that they might have concerning the speaker's particular area.	Filmstrips on medical profession
During discussion, have dentist go into his need for communication in profession as well as areas of specialization.	Materials in library on dentist profession.
Prior to dentists coming have students write down impressions of the profession. After his talk, have them write their impressions of a dentist.	Materials in library on dentist profession
Have dentist bring any visual aid materials that he might have.	

Evaluation:
Have students do a write-up on talk.
Give quiz over speaker's talk.

Comments on use:

Dan Rippel

Subject Area(s) English

Unit(s) Health Occupations

Objective(s):

To help students identify careers in health occupations as well as learning the need to communicate and work with others. This particular area deals with hospital administrators.

Procedure:

View filmstrips on medical profession.

Brief students on speaker and area he is going to cover.

Have students prepare questions that they might have concerning the speaker's particular area.

In the discussion, have speaker talk and explain difference in administrative position as compared to employee situation.

Discuss the necessity of communication in the administrative situation.

A field trip if possible to hospital would be helpful.

Resources and Materials:

Hospital administrator,
Russ Donnell

Magazines in library

Filmstrips on medical profession.

Hospital

Library material on hospitals would be helpful.

Evaluation:

Have students do a write-up on talk.
Give quiz over speaker's talk.

Comments on use:

Dan Rippel

Subject Area(s) English

Unit(s) Health Occupations

Objective(s):

To help students identify careers in health occupations as well as learning the need to communicate and work with others. This particular area deals with veterinarian.

Procedure:	Resources and Materials:
View filmstrips on medical profession.	Veterinarian
Brief students on speaker and area he is going to cover.	Magazines in library.
Have students prepare questions that they might have concerning the speaker's particular area.	Filmstrips on medical profession
Discuss in class difference between a veterinarian and other people in medicine. Also, talk about the communication problem and how it is different in that the vet is dealing with animals.	Vo-ag department in school
A field trip to veterinarian office and maybe a actual call to the farm with the veterinarian could be worked out.	Library materials Farm for field trip

Evaluation:

Have students do a write-up on talk.
Give quiz over speaker's talk.

Comments on use:

Dan Rippel

Subject Area(s) English

Unit(s) Health Occupations

Objective(s):

To help students identify careers in health occupations as well as learning the need to communicate and work with others. This particular area deals with the eye doctor.

Procedure:

View filmstrips on medical profession.

Brief students on speaker and area he is going to cover.

Have students prepare questions that they might have concerning the speaker's particular area.

In class discussion, talk about the need for communication that an eye doctor must deal with.

Have students relate with class trips they have made to eye doctor

Resources and Materials:

Any local eye doctor

Library materials

School nurse

Evaluation:

Have students do a write-up on talk.
Give quiz over speaker's talk.

Comments on use:

Dan Rippel

Subject Area(s) English

Unit(s) Building Trades

Objective(s):

To help students identify careers in the building trades area as well as learning the need to communicate with others, particularly in areas dealing with contractors.

Procedure:	Resources and Materials:
Brief students on speaker and area he is going to cover.	Building trades teacher at vocational school
Have students prepare questions that they might have concerning the speaker's particular area.	Local contractor
Have students brief themselves by using the Popeye building trades booklet.	Popeye series
Through class discussion stress importance of communication in day to day work activities of building trades person.	A field trip to a home under construction would be helpful.

Evaluation:

Write paper on interview of building trades person.
Test over speaker's talk.
Test over Popeye series or building trades.

Comments on use:

Dan Rippel

Subject Area(s) English

Unit(s) Building Trades

Objective(s):

To help students identify careers in the building trades area as well as learning the need to communicate with others, particularly in the area dealing with brick masons.

Procedure:

Brief students on speaker and area he is going to cover.

Have students prepare questions that they might have concerning the speaker's particular area.

Have students brief themselves on brick masons by observing on their own, if possible, a brick mason and his tools.

Through class discussion, stress the importance of communication that must go on between brick mason and customers as well as communicating in his day to day work activities.

Rather than have this speaker come to classroom, go to a job, if possible, where he might be working. Let students see mason in action. Also, maybe the mason will let them "play" in the mortor.

Resources and Materials:

Kenny Bethel, Brick Mason

Marshall Ready-Mix

A refractory if one is near.

Evaluation:

Write paper on interview of building trades person.
Test over speaker's talk.
Text over Popeye series on building trades.

Comments on use:

Dan Rippel

Subject Area(s) English

Unit(s) Agriculture Careers

Objective(s):

To help students identify careers in agriculture as well as learn the need for communication and to work with others. This particular lesson deals with the vo-ag instructor.

Procedure:

Brief students on the speaker and the area he is going to cover.

Have students prepare questions that they might have concerning the speaker's particular area.

Have students brief themselves from the Popeye series.

In a pre-paper (before speaker comes) have students write what they think a vo-ag teacher might do.

Have vo-ag instructor come to class and explain his area as well as some of the other careers in the ag field. Also, have him explain the need for communication.

Take a field trip to the ag shop.

Resources and Materials:

Vo-ag instructor

Vo-ag magazines
Materials from library on ag

Films and tapes from SFCC on ag

Evaluation:

Test over speaker
Write-up over speaker's talk.

Comments on use:

Dan Rippel

Subject Area(s) English

Unit(s) Agriculture Career

Objective(s):

To help students identify careers in agriculture as well as learn the need for communication and to work with others. This particular lesson deals with the farmer.

Procedure:	Resources and Materials:
Brief students on the speaker and the area he is going to cover.	Local farmer
Have students prepare questions that they might have concerning the speaker's particular area.	Vo-ag Department
Have students describe certain areas that a farmer covers as they see it.	Magazine and other publications library might have.
Have a local farmer come to the class. Have him explain the need for communication in his day to day activities.	Films and tapes from SFCC on agriculture

Evaluation:

Test over speaker.
Write-up over speaker's talk.

Comments on use:

Dan Rippel

Subject Area(s) English

Unit(s) Agriculture Career

Objective(s):

To help students identify careers in agriculture as well as learn the need for communication and to work with others. This particular lesson deals with the elevator manager.

Procedure:

Brief students on the speaker and the area he is going to cover.

Have students prepare questions that they might have concerning the speaker's particular area.

Prepare students through class discussion the different types of grain elevators.

Have one of the local grain elevator people come to the class and explain their operation. Also, the need for communication in their field.

Take a field trip to the elevator if possible.

Resources and Materials:

Agriculture Department
Publications from library

Vo-ag Department
Films & tapes from SPCC

Grain elevator people

Evaluation:

Test over speaker.
Write-up over speaker's talk.

Comments on use:

Dan Rippel

Subject Area(s) English

Unit(s) Agriculture Career

Objective(s):

To help students identify careers in agriculture as well as learn the need for communication and to work with others. This particular lesson deals with the researcher.

Procedure:

Brief students on the speaker and the area he is going to cover.

Have students prepare questions that they might have concerning the speaker's particular area.

Discuss in class different types of agriculture research that is available.

Have speaker discuss his specific types of ag research. Have him talk about the need for communication in his particular field.

Set up field trip if possible.

Resources and Materials:

Agriculture Department in school

Research areas in vicinity

Publications in library

Films & tapes from SFCC on agriculture

Evaluation:

Test over speaker.
Write-up over speaker's talk.

Comments on use:

Dan Rippel

Subject Area(s) English

Unit(s) Agriculture Career

Objective(s):

To help students identify careers in agriculture as well as learn the need for communication and to work with others. This particular lesson deals with the implement dealer.

Procedure:

Brief students on the speaker and the area he is going to cover.

Have students prepare questions that they might have concerning the speaker's particular area.

This is a good lesson because you can review some of the marketing and merchandising material.

Have speaker explain his area and the need for communication in his particular area.

Let some of the farm students try to sell the other students farm machinery. Makes a good role playing exercise.

If possible, take a field trip to speaker's place of business.

Resources and Materials:

Agriculture Department at school

Implement dealers

Publications in school library
Films & tapes from SFCC college on ag

Evaluation:

Test over speaker.
Write-up over speaker's talk.

Comments on use:

Dan Rippel

Subject Area(s) English

Unit(s) Building Trades

Objective(s):

To help students identify careers in the building trades area as well as learning the need to communicate and work with others, particularly in the area dealing with home interior decorating.

Procedure:	Resources and Materials:
Brief students on the speaker and the area he is going to cover.	Interior decorator Furniture store owner
Have students prepare questions that they might have concerning the speaker's particular area.	
Have students consider this area by observing their own homes and homes of friends.	Home economics people in school might be of help.
Have students visit a furniture store on their own.	Magazines that deal with home building.
When speaker comes have him stress importance of communication with customers and opportunities available in this area of home decorating.	Have a field trip or a slide presentation of planning, first from talking to picking furniture out to putting it in the home. Keehearts Furniture Store, Marshall Clay Mead Furniture, Marshall

Evaluation:

Write paper on interview of building trades person.
Test over speaker's talk.

Comments on use:

Dan Rippel

Subject Area(s) English

Unit(s) Building Trades

Objective(s):

To help students identify careers in the building trades area as well as learning the need to communicate and work with others. This particular area deals with the lumber yard.

Procedure:

Brief students on the speaker and the area he is going to cover.

Have students prepare questions that they might have concerning the speaker's particular area.

Have students plan some small structure that they might want to build and go as far as checking price of materials.

Have students visit a lumber yard on their own.

Have the speaker relate the need for communication in the lumber business as well as telling students of other areas that a lumber yard deals with.

Take a field trip if possible to lumber yard.

Resources and Materials:

Rawland Wood Home Lumber Company, Marshall

Publications in library or building trades classes that deal with building

Evaluation:

Write paper on interview of building trades person.
Test over speaker's talk.

Comments on use:

Dan Rippel

Subject Area(s) English

Unit(s) Building Trades

Objective(s):

To help students identify careers in the building trades area as well as learning the need to communicate and work with others. This particular area deals with the planner-blue printer.

Procedure:	Resources and Materials:
Brief students on the speaker and the area he is going to cover. Have students prepare questions that they might have concerning the speaker's particular area. Have students acquire a set of blue prints and read them. Have speaker point out differences in communication in his job as compared to other of the building trades speakers.	Mechanical drawing instructor at area vo-tech school Rawland Wood Home Lumber Company, Marshall Contractors that might have all blue prints Magazines with plans in them

Evaluation:

Write paper on interview of building trades person.
Test over speaker's talk.

Comments on use:

Dan Rippel

Subject Area(s) **English**

Unit(s) **Building Trades**

Objective(s):

To help students identify careers in the building trades area as well as learning the need to communicate and work with others. This particular area deals with the hobbyist--do-it-yourself home building.

Procedure:

Brief students on the speaker and the area he is going to cover.

Have students prepare questions that they might have concerning the speaker's particular area.

Have students visit with parents or some one that has done a do-it-yourself building job.

Have speaker point out need for communication when dealing with others for materials that are needed.

Resources and Materials:

George Robert Clemons
Marshall

Materials from pre-cut homes
Magazines and builder's guides

Evaluation:

Write paper on interview of building trades person.
Test over speaker's talk.

Comments on use:

Dan Rippel

Subject Area(s) Home Economics

Unit(s) Human Growth

Objective(s):

To develop an awareness of the factors which influence values.
To recognize through an understanding of these factors that each individual can still largely determine his own set of values.
To develop an awareness of the importance of values.

Procedure:

Discuss the meaning of the word values.

Use Kit CE41 on "Developing Values" 2 filmstrips and 2 cassette tapes.

On filmstrip #2, discuss the choices you (each student) would make on each of the 3 situations.
Use the discussion questions from discussion guide pages 11-14 to guide the discussion.
Use the two activities for illustrating and using value choices on pages 15 and 16.

Each student should write a similar activity to give choices and illustrate value choices. These could be duplicated and used for further discussion if desired.

Resources and Materials:

Filmstrip and cassette
KT, JRSR, CE41
"Developing Values"

Stories or articles from magazines on related subjects, illustrating or giving choices which affect peoples' lives.

Evaluation:

These activities brought forth some excellent discussion and exchange of ideas on what each student valued and felt was important. They quickly recognized how their values differed.

Comments on use:

I used a similar type unit with a senior high class in Home Economics II, and found the junior high to be much more free with their discussion on the 3 situations than the senior high girls were.

Ruth Ann Darby

Subject Area(s) **Home Economics**

Unit(s) Human Development (Working Relationships)

Objective(s):

For the student to develop:
an awareness of the need to cooperate with others.
the ability to get along with many different types of people in the world of work as well as with family and friends.

Procedure:

Use a check sheet to analyze individual attitudes of each student for their own evaluation of themselves. It could include questions such as:

1. Are you willing to help the other fellow?
2. Do you show annoyance on slight provocation?
3. Do you bear grudges?
4. Do you try to see more good than bad in others?
5. Do you think only of your own interests?

Discuss how answers and attitudes on these questions could affect their success on a job.

Invite a person from the personnel office of a local industry to discuss human relations on the job.

Resources and Materials:

Supervisory personnel from industry to speak.
How to Win Friends and Influence People by Dale Carnegie for additional readings.

Evaluation:

Use role playing of various situations to determine if students have achieved the objectives of the activity.

Comments on use:

This section of the unit on Human Development was one of the favorites with the class. Many seemed surprised to realize how much their ability to cooperate and get along with others could affect their job success.

Ruth Ann Darby

Subject Area(s) Home Economics

Unit(s) Foods

Objective(s):

Students will be aware of the importance of good nutrition.

Procedure:	Resources and Materials:
Guest speaker	School nurse
Students learn Basic 4	Food needs of 7th & 8th graders Basic 4 Food Chart

Evaluation:

Quiz over Basic 4.

Comments on use:

Marita Bray

Subject Area(s) **Home Economics**

Unit(s) **Foods**

Objective(s):

Students will be aware of the importance of good nutrition and how breakfast contributes to above.

Procure:

Filmstrip--Breakfast for B.J.

Resources and Materials:

Projector
Handouts--
Examples of breakfast menus for the person who--

1. is not hungry for breakfast
2. is watching calories
3. does not have time for breakfast

Evaluation:

Students write a short summary of filmstrip.
Students discuss the 3 main reasons people do not eat breakfast and some solutions to the problem.

Comments on use:

Marita Bray

Subject Area(s) Home Economics

Unit(s) Foods

Objective(s):

Students will have opportunity to practice skills such as menu writing and serving food.

Procedure:

Role playing.

Videotape the above

Resources and Materials:

Classroom is set up as restaurant.

Students work in groups.

Write menus

Take orders

Serve food

Clean tables

Figure bill

Collect money & make change

Evaluation:

Students evaluate themselves---use of checklist.

Teacher evaluates menus.

Comments on use:

Marita Bray

Subject Area(s) Home Economics

Unit(s) Foods

Objective(s):

Students will understand the training, hours, working conditions and pay in being a waitress.

Procedure:

Panel discussion

Followed by

Panel

Resources and Materials:

Panel of student waitresses (These are high school students who are presently working part-time as a waitress in restaurants in Marshall.)

Veteran waitresses working full-time
Leader of panel--Marjorie Lynch, Owner of Coffee Shop in Marshall.

Evaluation:

Questions asked by students.

Comments on use:

A large number of our students are employed in the food service business so this is of interest to my classes.

Marita Bray

Subject Area(s) **Home Economics**

Unit(s) **Foods**

Objective(s):

Students will learn of the work and planning involved in setting up the school lunch program.

Procedure:	Resources and Materials:
Guest speaker "School Lunch Programs" "Dietetics as a Career"	School dietician

Evaluation:

Discussion and questions following talk.

Comments on use:

Marita Bray

Subject Area(s) Home Economics

Unit(s) Foods

Objective(s):

Students will observe the production of TV dinners and the assembly line work of employees.

Procedure:	Resources and Materials:
Field trip to Banquet Foods How many are employed here? Salary Vacation Hours	Observation of the work as a career and working conditions

Evaluation:

Discussion of observations

Comments on use

Marita Bray

Subject Area(s) Home Economics

Unit(s) Foods

Objective(s):

Students will become aware of the importance of careful selection in shopping. Students become aware of the problems involved in assuring that high quality produce is available to the consumer.

Procedure:

Students will research a vegetable or fruit, write its history and then pick from the selection at the grocery store a high quality product.

Produce manager explains problems in getting fresh fruits and vegetables from the soil to the consumer.

Resources and Materials:

Food textbook
Bus for field trip
Produce manager at the store

Evaluation:

Report
Quality of choice of fruit or vegetable

Comments on use:

Marita Bray

Subject Area(s) Home Economics

Unit(s) Food Buying

Objective(s):

To understand the nutritional value of foods on the market, in order to get the most from their food dollar. To be able to discuss why their role as the purchaser of the family food is important. To be able to make choices that are consistent with their family resources and values. To be able to judge circumstances when prepared and convenience foods are an advantage. To be able to recognize the causes of impulse buying and when it most often occurs.

Procedure:

Take pre-test for unit.

Read Chapter 19 from textbook, pages 375--381 that emphasize the value of nutrition, consumer information and protection, planning the shopping trip, and explains why food costs differ.

Group discussion on why our role as the purchaser of the family food is so important.

Work on individual learning sheets when ready for them in following order: "Making More Food Choices," "What's Important?" (clarifying values) "Degree of Importance of a Particular Value"

Role play a situation where two homemakers are shopping for food--one has a freezer and one does not. Show how this factor affects the quantity of food purchased, how often they stop and their ability to take advantage of sale items.

Examine values and prices of three or more common foods. Students determine best buy for specific purposes.

Resources and Materials:

Textbook, Teen Guide to Homemaking, Chapter 19 "Buying Food for Economy and Convenience" page 375.

Pre-test for unit

Reading supplements: The Supermarket Trap, Jennifer Cross, Indiana University Press, Bloomington & London, 1970.

Individual learning sheets

Filmstrip, "Focus on Food Dollars" Household Finance Corporation

Evaluation:

Students look at pre-test at end of unit to see if any of their ideas have changed since the beginning of the unit and they make changes they choose to make. Take post-test when ready.

Comments on use:

Ruth Ann Darby

help

HOME ECONOMICS
LEARNING PACKAGES

Title: Food Buying

Subject: Junior High Homemaking

Performance Level:
Maturity Level: Junior High
Complexity Level: Average to Advanced

Purpose: This unit is designed to examine the wants, needs, and shopping knowledge necessary for the individual to make wise food selections.

Produced: January 1975

by

Mrs. Ruth Ann Darby
Northwest High School
Hughesville, MO 65334

To the Teacher

GENERALIZATIONS TO BE LEARNED

Recognition of personal and family values and nutritional needs of individuals, combined with knowledge of how to control food costs, will result in getting the most for the money.

COMPONENT IDEAS

1. The way to get the most from your food dollar is to understand the nutritional value of foods on the market.

2. The purchaser of the family food has a great responsibility for making food selections based on the needs and income of the family.

3. Comparison shopping for food items may aid in controlling costs as well as clarifying personal and family values.

4. There are some circumstances when using convenience foods may be more advantageous than preparing the homemade counterparts.

5. Impulse buying may lead to unnecessary food purchases.

INSTRUCTIONAL OBJECTIVES

1. Understand the nutritional value of foods on the market, in order to get the most from your food dollar.

2. Be able to discuss why our role as the purchaser of the family food is so important.

*3. Be able to make choices that are consistent with our family resources and values.

4. Be able to judge circumstances when prepared and convenience foods are an advantage.

5. Be able to recognize the causes of impulse buying and when it most often occurs.

*Individual instruction and learning sheets

I. INSTRUCTIONAL APPROACH

In the first two lessons, the students will select learning activities that present information relative to the concept or generalization to be learned. The last three lessons will consist of labs for making comparisons and evaluations and a field trip to a grocery store. For these three lessons, all students will participate in the group activities and learn by using the discovery approach. Lesson number 3 would also include some learning packets for individualized instruction on clarifying personal and family values.

II. IDENTIFICATION OF THE STUDENTS

This unit is developed for junior high school students. The students need to have some background in nutrition and human relations. It would work well following a study of nutrition and preceding food preparation.

III. SPECIAL INSTRUCTIONS

A. Equipment Needed:

overhead projector
cassette player
equipment for food preparation
market order
  (pre-prepared and convenience foods)
  (foods to be prepared)

B. Materials Needed:

Reference books

Teen Guide to Homemaking, Third Edition, Barclay, Champion, Brinkley, Funderburk, Webster Division, McGraw-Hill Book Company, 1972.

More for Your Money, Chemical Publishing Company, Inc., NY, H. Bennett, 1970, $7.50

The Supermarket Trap, Jennifer Cross, Indiana University Press, Bloomington & London, 1970, $5.95.

Dynamic Consumer Decision-Making, Education and Consumer Relations Department of the J. C. Penney Company, Inc., 1972.

C. Media Needed:

cassette tapes #2 and #3 from Dynamic Consumer Decision-Making listed above.

transparencies also from above sources.

bulletin board for Consumer Education (suggested sample included)

learning packets for some experiences to be used

D. Facilities Needed:

Foods laboratory

Grocery store or supermarket

IV. EVALUATION INSTRUCTIONS

Special Requirement:

The teacher will need to be prepared to guide a good discussion for some of the needed experiences which will include some self-tests.

help,

HOME ECONOMICS
LEARNING PACKAGE

FOOD BUYING

INTRODUCTION

Today we realize that buying food for the family is much more than just going to the grocery store and coming home with a sack of groceries. We need to realize that many factors are involved in order to get the most from your food dollar.

We need to examine the wants, needs, and shopping knowledge necessary for you to make wise food selections. A consumer today must make more choices than ever before. For example, as a consumer shopping for food today, you must be able to sort through, evaluate and decide from among over 6,000 food items.

LEARNING OBJECTIVES

The lessons in this package are designed to help you be a better informed consumer. The following are learning objectives toward which you will be working.

1. Understand the nutritional value of foods on the market, in order to get the most from your food dollar.
2. Be able to discuss why our role as the purchaser of the family food is so important.
3. Be able to make choices that are consistent with our family resources and values.
4. Be able to judge circumstances when pre-prepared and convenience foods are an advantage.
5. Be able to recognize the causes of impulse buying and when it most often occurs.

PRE-TEST

Name________________________

Hour________________________

The purpose of this test is to help you find out what you already know and what things you will want to learn more about in this unit.

DIRECTIONS

1. Follow the directions below carefully.
2. When you are finished, wait quietly until all students are finished. Then we will discuss the questions in class.

Place a checkmark in the column AGREE or DISAGREE for each question according to what you understand about it now.

AGREE	DISAGREE		
____	____	1.	Approximately 20 to 25 percent of the average American's take-home income is spent on food.
____	____	2.	Individual likes and dislikes should not be considered when food is purchased.
____	____	3.	The four basic food groups are a good guide to balanced nutrition.
____	____	4.	The number of servings per day from each food group is not important for balanced nutrition.
____	____	5.	Comparison shopping for food items may aid in controlling food costs.
____	____	6.	The intended use of the food will help to determine the quality needed and the brands best suited for that use.
____	____	7.	Convenience foods are always more expensive per serving.
____	____	8.	Purchasing foods in season may help control food costs.
____	____	9.	Having a grocery list will help to control impulse buying.
____	____	10.	Any food on sale is a good buy.
____	____	11.	Food prices remain the same from week to week.

Name ______________________

Hour ______________________

MAKING MORE FOOD CHOICES

Consumers today must make more choices than ever before. In evaluating new products and services, we are challenged to handle new information and make new decisions--often very rapidly. For example, as a consumer shopping for food today, you must be able to sort through, evaluate and decide from among over 6,000 food items in a typical supermarket!

The following examples will demonstrate how the number of food choices has grown.

INSTRUCTIONS: Look at the categories below. In each box, write one food item that you have become aware of just in the last four or five years (example: frozen baked potatoes).

"instant" foods

vegetables

frozen foods

cereals

How would your family resources and values affect your decision in making these food choices?

Give this some thought, and we will attempt to answer it in the next exercise.

Name________________________
Hour________________________

WHAT'S IMPORTANT?

(Clarifying Values)

Values are things which are important to each of us on a personal level. There may be some values we hold in common, such as family, time, and personality. Values affect the decisions we make, so we make various choices based on our personal values. The values you have will even affect the foods you choose and the amount you spend for food.

INSTRUCTIONS: Think for a moment and list ten food items which your family would not like to do without.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Go back over your list and circle the three foods that you feel you could absolutely not do without.

Look back over your list and consider . . .

1. Did you have any difficulty arriving at ten items?
2. Why do you feel you cannot do without your three most valued food items?
3. Do you think every person would pick the same three items from your list?
4. Did your values affect your choices?

Name________________________________
Hour________________________________

DEGREE OF IMPORTANCE OF A PARTICULAR VALUE

By having fairly well-defined values, you are more likely to make decisions easily and to be happier with them. For example, if you realize that in making the decision of where to buy your groceries you value time, you may shop in a closer store or one that is speedy.

A continuum (a continuous line with extreme positions at either end) can illustrate the relative importance of a value by suggesting how important something really is.

INSTRUCTIONS: Carefully read the title at the center of each of the lines and consider how important you feel it is. Place an X on the line to show the degree of importance that particular value holds for you.

Important | | Not Important

|_______________|_______________|
Cost of Food

|_______________|_______________|
Location of Store

|_______________|_______________|
Convenience

|_______________|_______________|
Cleanliness of Store

|_______________|_______________|
Name Brands Sold

|_______________|_______________|
Special Bargains

|_______________|_______________|
Who Also Shops There

|_______________|_______________|
Who Works in the Store

|_______________|_______________|
Quality of Perishable Goods

SUMMARY: Values are things which we as individuals:

see as being important

use in decision-making

must sometimes compromise

Subject Area(s) Home Ec

Unit(s) Foods & Nutrition

Objective(s):

To be able to describe careers in the food industry in terms of educational requirements, personal qualifications, job description, and opportunities.

Procedure:

Use filmstrips and cassettes from KT CE25 to introduce unit.

Do individual research to make a list of careers in the food industry such as:

Dietician
Food Products Tester
Food Chemist
Food Service Manager
Pastry Chef
Cake Decorator
Baker
Caterer
Waiter
Waitress
Dietician's Aid
Homemaker

Select one of the above or others found from research, to learn more about in terms of educational requirements, personal qualifications, job description, and opportunities for advancement.

Resources and Materials:

Textbook--Barclay, Champion, Brinkley, Funderburk, Teen Guide to Homemaking, McGraw-Hill, 3rd Ed. 1972 (pages 372, 378, 382, 411, 425, 435, 437, 441, 540, 454, 471)

Books: Paris, Your Future as a Home Economist, Rosen Press, Inc. New York, NY 1971

Kit: Careers in the Food Industry, Butterick Fashion Industry, CE25

Evaluation:

For the students to be aware of the many careers possible in the food industry and be able to write or tell something about one which they have chosen to study further.

Comments on use:

Ruth Ann Darby

Subject Area(s) Home Economics

Unit(s) Interior Design

Objective(s):

Students will be able to make basic flower arrangements.
Students will gain insight into opportunities in the florist business.

Procedure:

Guest speaker

"Basic Arrangements of Flowers"

"What's Involved in Being a Florist"

Resources and Materials:

Local florist

Speak to the class
Arrange flowers in the classroom

Evaluation:

Student arrangement of flowers.

Comments on use:

Marita Bray

Subject Area(s) Home Economics

Unit(s) Interior Design

Objective(s):

Students will learn to evaluate a floor plan by drawing traffic patterns.

Procedure:	Resources and Materials:
Students observe floor plans shown on overhead projector. Discuss activities and traffic patterns for convenience. Each student receives sample floor plans which have been mimeographed.	Sample floor plans Oberhead projector

Evaluation:

Check traffic patterns drawn by students.

Comments on use:

Marita Bray

Subject Area(s) Home Economics

Unit(s) Interior Design

Objective(s):

Students will learn to evaluate a floor plan.

Procedure:
Field Trip

Take class to the house being build by the Vocational Building and Trades class.

Give each students a copy of the floor plan.

Discuss after field trip.

Resources and Materials:
Schedule bus

Evaluation:

Discussion of house visited.

Comments on use:

Marita Bray

Subject Area(s) Home Economics

Unit(s) Interior Design

Objective(s):

Students will learn the principles for arrangement of furniture.

Procedure:

Students arrange furniture in at least one of the rooms of the house.

Resources and Materials:

Scaled floor plans for home built by Building & Trades class

Scaled furniture

Evaluation:

Arrangement of furniture

Comments on use:

Marita Bray

Subject Area(s) Home Economics

Unit(s) Interior Design

Objective(s):

Students will study the design principal "proportion" as it relates to the use of color in a room.

Procedure:	Resources and Materials:
Students plan the color scheme for the room in which they have arranged furniture.	Floor plan from same house and same room in which furniture was arranged.

Evaluation:

Use of color in room.

Comments on use:

Marita Bray

Subject Area(s) Home Economics

Unit(s) Interior Design

Objective(s):

Give the students an idea of the role of the homemaker in the building of homes.

Procedure:	Resources and Materials:
Guest speaker "Building as a Career" "Trends in Building" "Input by the Homemaker" ("What should she know?")	One of the area building contractors

Evaluation:

Interest and discussion of students.

Comments on use:

Marita Bray

Subject Area(s) Home Economics

Unit(s) Interior Design

Objective(s):

Students will learn of the opportunities and education needed to be an interior decorator.

Procedure:

Guest speaker

"Why I Wanted to be an Interior Decorator"

"Options in Interior Decorating"

Resources and Materials:

Interior decorator from one of the local furniture stores

Evaluation:

Interest, questions, and discussion following talk.

Comments on use:

Marita Bray

Subject Area(s) Home Economics

Unit(s) Interior Design

Objective(s):

Students will acquire knowledge of the design, principles and the ability to arrange accessories in both formal and informal balance.

Procedure:	Resources and Materials:
Students working in small groups--make both a formal and informal arrangement of accessories.	Large group of wall accessories B.B. arrangement showing good examples of formal & informal arrangements of accessories.

Evaluation:

The arrangements made by the student.

Comments on use:

Marita Bray

Subject Area(s) Home Economics

Unit(s) Personal Culture--Personality

Objective(s):

The students will be able to relate personality development to success in life. Students will list desirable personality traits.

Procedure:

Discuss Chapter 13

List desirable personality characteristics

Divide into small groups.

Students write skits portraying personality traits that are important as one matures from a student to an adult.

Ideas for skits--
1. personality in the classroom
2. personality in one's social life
3. personality in school extra curricular activities
4. personality on the job

Resources and Materials:

"Charm for Miss Teen"
Chapter 13

Evaluation:

Check desirable personality traits listed by students--evaluate skits.

Comments on use:

Marita Bray

Subject Area(s) Home Economics

Unit(s) Clothing--Grooming

Objective(s):

Students will understand the importance of good hand care.

Procedure:	Resources and Materials:
Talk and demonstration by beautician on "Care of the Hands"	Beautician
Students give each other a manicure	Manicure supplies

Evaluation:

Interest and participation shown by students.

Comments on use:

Marita Bray

Subject Area(s) Home Economics

Unit(s) Clothing--Grooming

Objective(s):

Students determine face shape and gain understanding of hair styles which are appropriate for face shape.

Procedure:	Resources and Materials:
Working in pairs, students use towel to cover hair and determine face shape.	Handouts on face shapes (taken from pp. 17 & 18) from "Charm & Poise for Getting Ahead") by Folman.
Students draw hair styles that will flatter face shapes.	Handout--Face Shapes

Evaluation:

Check drawings made by students. Also evaluate students decisions on own face shape.

Comments on use:

These face shapes can be duplicated from pp. 17 and 18 from "Charm & Poise for Getting Ahead" by Tolman.

Marita Bray

Subject Area(s) Home Ec

Unit(s) Clothing (Seeking Employment)

Objective(s):

For the students to develop an awareness of acceptable and pleasing appearance as a basic consideration in seeking employment and in remaining employable.

Procedure:

Discuss why creating a favorable first impression increases chances for employment.

Describe a personal experience in which a person made a good first impression because of his or her choice of clothing. Did your impression of this person change later? Why or why not?

Collect pictures of at least two types of garments which would be appropriate for (1) a job interview, (2) church, (3) ladies' luncheon.

Read sections from textbook that emphasize "choosing clothes for appropriateness" and "for the individual" (pages 265 to 268) and "for the occasion"

Resources and Materials:

Textbook, Teen Guide to Homemaking, Chapter 13, "Choosing Clothing for You & Your Activities" page 255.

Bulletin board illustrating suitable wardrobe for an interview. Use headings such as:
- Conservative
- Neat
- Suitable to the Individual

Filmstrip

Evaluation:
For the students to be able to demonstrate their ability to make wise clothing choices for a job interview, church, and a ladies' luncheon.

Comments on use:

Ruth Ann Darby

Subject Area(s) Home Economics

Unit(s) Clothing

Objective(s):

Student will be able to choose clothing suited to him/her and the occasion.

Procedure:	Resources and Materials:
Students review the basic lines found in clothing.	Filmstrip--"Figure Flattery Through Optical Illustion"
Identify the basic lines from current pattern books.	Pattern books (current) Poster--McCalls--shows lines in dress.
Each student visualizes herself "on the job" (any career they choose) and picks a complete outfit including accessories suitable for their own figure type and for the job.	

Evaluation:

identification of basic lines
appropriateness of attire chosen for "a day at work"

Comments on use:

Marita Bray

Subject Area(s) Home Economics

Unit(s) Clothing

Objective(s):

Students will observe the coordinating of and selection of fashion separates and accessories. Students will understand what is involved in working in a clothing store.

Procedure:

Speaker will point out things to look for in ready-made clothing--ways to mix and match giving a different look.

Business aspects of the dress shop

Resources and Materials:

Owner of Betty's Dress Shop in Marshall

Come to class and show how to put together separates and accessories for a total fashion look. Since she is a recent M.H.S. graduate, she will tell how she become interested in the dress shop business and what is involved in buying and selling.

Evaluation:

Students questions and discussion of program.

Comments on use:

Clothing and jewelry are a "natural" interest of most girls. This actually is good before or after a unit in sewing.

Marita Bray

Subject Area(s) **Home Economics**

Unit(s) Clothing

Objective(s):

Students will learn to evaluate ready-made clohting, i.e. construction.

Procedure:

Working in pairs, the students evaluate the garments. Make appropriate marks on score sheets.

Resources and Materials:

8-10 ready-made garments
Varying quality of construction
Score sheets (on next page)

Evaluation:

Students report findings to class.

Comments on use:

This is especially effective following a unit in sewing. The students are very aware of quality in construction.

Marita Bray

CONSTRUCTION

SEAMS
Even
Properly finished
Correct seam allowance

DARTS
Pressed in the proper direction
Tapered at the end and backstitched or tied
Even stitching

AMRSCYE OR SLEEVES
Put in or applied in the proper manner
Smooth and free from puckers
Properly finished

NECK FACING AND COLLAR
Seam graded and clipped or notched
Understitched
Facing edge properly finished and fastened
Collar understitched

ZIPPER
Stitched evenly
Correctly applied
Inconspicuous

LINING
Appropriate choice of fabric
Smooth
Attached to garment inconspicuously

POCKETS AND TRIM
Neatly attached and stitching straight
Adds to the finished look of the garment

FASTENERS
Buttonhole correct size for button
Buttonhole even from edge and distance apart
Buttons have thread shank
Other types of fasteners evenly placed
Inconspicuous (hooks and eyes or snaps)
Secure; even neat stitches

HEMS
Correct width
Even width all around
Smooth, with no puckers or bumps
Appropriate hemming stitch used

Subject Area(s) Clothing

Unit(s) Poise in Modeling

Objective(s):

Students will attend fashion show and note especially the lighting, program, script, posture, stage setting, and styles in clothing.

Students will see the importance of good posture in modeling of clothing.

Procedure:	Resources and Materials:
Field Trip-- Students will attend the Stephens College Fashion Show (usually held in April)	Bus drivers

Evaluation:

Students write an evaluation of the show.

Comments on use:

Marita Bray

Subject Area(s) Clothing

Unit(s) Poise in Modeling

Objective(s):
Students will understand what is involved in planning a fashion show.

Procedure: Speaker: "Organizing a Fashion Show"	Resources and Materials: Mrs. Dolly Kiser Owner & Operator of Bange's Fabric Store in Marshall

Evaluation:

Class discussion and questions over talk by Mrs. Kiser.

Comments on use:

Marita Bray

Subject Area(s) Clothing

Unit(s) Poise in Modeling

Objective(s):

Students will note trends in clothing and accessories for the year 1975.

Procedure:

Filmstrip: Sears Fashions - Spring 1975

Resources and Materials:

Filmstrip projector

Evaluation:

Comments on use:

Marita Bray

Subject Area(s) Clothing

Unit(s) Poise in Modeling

Objective(s):
Students will learn the basic stance, basic hand position, and hand-hip positions for good posture.

Procedure:

Read Chapter 6 - Visual Poise

Students demonstrate:
The basic stance, page 70
Discuss classification of legs and stance rules for leg variations, pages 72-73
Students will demonstrate the basic hand position, page 74, and 5 hand-hip positions.

Resources and Materials:

Charm and Poise for Getting Ahead by Milady

Evaluation:

Comments on use:

Marita Bray

Subject Area(s) Clothing

Unit(s) Poise in Modeling

Objective(s):
Students will learn the ten rules for a beautiful walk.

Procedure:

Read Chapter 7 "Walking"

Discuss:
The five step practice walk, pages 81-83
The walking pivot

Review ten rules for a beautiful walk

Resources and Materials:

Charm and Poise for Getting Ahead, by Milady

Evaluation:

Comments on use:

Marita Bray

Subject Area(s) Social Studies

Unit(s) Forming Beliefs

Objective(s):

The student will be able to compare and contrast many of the more well-known religions.

The student will be able to discuss the similarities and differences between scientific, philisophical, and religious beliefs and knowledge.

Procedure:

Panel discussions on various religions.

Panel discussions on similarities and differences between religion and science and how they help to form philosophies.

Have students list facts on "life" and then discuss which are facts and which are beliefs.

Resources and Materials:

Filmstrip: "Forming Beliefs," Guidance Associates

Film: "The Dawn of Man" by Mary and Lewis Leakey

Evaluation:

Test

Comments on use:

Have to be careful on religious usage. A very touchy unit.

Phil Denny

Subject Area(s) **Social Studies**

Unit(s) **Developing Values**

Objective(s):

The student will be able to distinguish between his personal values and those values which have been pushed upon him by his peers, parents, idol figures or other influencing people. The student will be able to evaluate values as to those which are lasting and to those which are passing fancies and how to cope with both. The student will be aware of the fact that no one influences their values more than they themselves.

Procedure:	Resources and Materials:
Each student will be given a list of values and asked to indicate if he or she thinks each is a good or bad value.	Filmstrip: "Developing Values," Guidance Associates
Have each student explain how he would go about entering certain values in his repertoire (each student will be given three or four different values).	List of values for everyone
Use class discussion to list various people and conditions which influence your values.	Individual list of values News clippings Magazine articles
Have students bring in articles that represent differing values and discuss how these people were influenced by their environments.	

Evaluation:

The evaluation of the student's behavior throughout the period. Any obvious changes seen in his or her behavior. The depth of his answers and his awareness of the problems facing others.

Comments on use:

This could be a crucial unit for some students to help them realize they are individually the most important person in the development of their values.

Phil Denny

Subject Area(s) Social Studies

Unit(s) Setting Goals

Objective(s):

The student will be able to discuss his limitations and abilities in accordance with his future goals. The student will be able to list immediate goals and long-range goals and show the relationship of the former to the latter.

Procedure:

Have the students list several immediate goals (one year ahead at the most).

Have the students put down two or three long-range goals.

Have the students tie the immediate goals to the long-range goals (surface ties, indirect ties or no ties).

Have class debates on influence of limitations upon your goals, what are possible limitations, and influence of your abilities upon your goals, what constitutes an "ability."

Have discussion on how your environment affects your goals and/or the attainment of your goals.

Give students a hypothetical story of a person's goals and have them give possible descriptions of the person and his environment behind this story.

Evaluate and discuss possibilities from career cluster posters.

Resources and Materials:

Filmstrip, "Setting Goals,"
Guidance Associates
Hypothetical stories
Career Cluster Posters

Evaluation:

The reality and/or practicality used in setting goals. The ability to evaluate which type of person sets which type of goals.

Comments on use:

This unit could be used to show students with no self-confidence that they can accomplish certain heights and importance should be given to the fact that we all need something to aim for--always set your goals high (within reason).

Phil Denny

Subject Area(s) Social Studies

Unit(s) Understanding Emotions

Objective(s):

The student will be able to express his emotions and to describe why that particular emotion is at play at that particular time.
The student will be able to control his emotions that may harm himself or others.

Procedure:

Have the students list various emotions--all they can think of.

Give examples of how these emotions come about--give hypothetical situations for each emotion.

Relate these situations to the student's real-life situations.

Have several play acting situations in which each student acts out several different emotions.

Have the students relate how they felt with each role.

Have a discussion on how each situation could have been handled.

Discuss various reasons why other people, who affect us, act the way they do and what we can do to help them.

Have students bring in pictures, news articles or true stories so that class may analyze, evaluate and discuss the stories behind the pictures and/or stories.

Resources and Materials:

Filmstrip, "Understanding Emotions," Guidance Associates

Various outside clippings--magazine articles and/or pictures, newspaper articles, etc.

Evaluation:

Role playing activities.
Level of evaluations on others and especially self.

Comments on use:

Care must be taken not to use this unit as a direct threat to any one student. He or she could feel they are being "used" as a subject.

Phil Denny

Subject Area(s) Social Studies

Unit(s) Shaping Identity

Objective(s):

The student will be able to separate his true feelings from those he holds or the way he acts due to others.
The student will be able to accept himself for what he is and hold the desire to change those things he considers detrimental to his well-being.

Procedure:

Lead class discussion on what is "you." Have class tell certain characteristics about themselves and then compare and contrast them. Show that different characteristics do not necessarily mean that one student is bad and another good.

Class discussion on how do you act at home, with friends, at school, at church, etc.

Have students make list of things they would like to change about themselves and a list of those things they think are good about themselves.

Play tapes from sessions with clinical psychology subjects and write paper on why these people ended up the way they did, what factors will they now have to overcome.

Resources and Materials:

Filmstrip "Shaping Identity,"
Guidance Associations
Clinical psychology tapes

Evaluation:

Paper on self-evaluation.
Essay paper on clinical psychology paper.

Comments on use:

This is an important unit for students this age as they are becoming aware of their differences and are entering competition to a greater degree. Each student must be given a sense of importance and hope for success. A lot of the responsibility for accomplishing this is upon the teacher.

Phil Denny

Subject Area(s) Social Studies

Unit(s) Career Education

Objective(s):

To make students aware of the jobs held by their parents.

Procedure:

Have students take questionnaire home to fill out with parents.

1. Name of company
2. Location
3. Product or service
4. Type of work
5. Hours per day or week
6. Opportunity for overtime
7. Training required
8. Salary at top end

Resources and Materials:

Parents

Evaluation:

These forms were brought back to class and sorted as to job clusters. Then the job clusters were examined as to the occupations in each.

Comments on use:

Phil Denny

Subject Area(s) Social Studies

Unit(s) Values or Colonial History

Objective(s):

To learn what values are.
To learn about the relationship between values and environment.
To learn about the relationship between values and the world of work.

Procedure:

Students questioned about the word values and develop a working definition of word.

Use card-sort exercise designed by anthropologist Irven De Vore.
Students given cards describing various aspects of life and work in a New England colonial town and a colonial southern plantation.
Cards are not titled so they must correctly decide which cards describe New England life and which describe southern life.
Next, the students interpret the values the people in these two communities had by reading what the cards say about their social and economic life.

Class discussion:
Why did New Englanders have seven different values than southerners?
How did the values these people had relate to the type of work they did?
Students compare values of these colonial communities with their own modern community.
Students to discuss the relationship between their own values and their environment and their future occupations.

Resources and Materials:

February 1974 issue of *Social Education*

Evaluation:

Comments on use:

Rodney Farmer

Subject Area(s) Social Studies

Unit(s) Environment and Man

Objective(s):

To see the importance of education, cultural background, and experiences in preparing for the world of work.
To compare present-day life with life in another period.

Procedure:

Introduce students to idea of time-travel and H. G. Well's novel, The Time Machine

Students write a diary.
Students sent back in time to live and work permanently in a time in the past.
Students to do research on the period and describe what their life is like.
Students to pick a vocation and tell how they would master that job.

- Student to discuss advantages they would have with their modern educations in adjusting to life and work in the past.
- Students to discuss disadvantages they would suffer in their attempts to learn a new job because of modern education and modern cultural background.

Students read their diaries in class for class discussion.

Resources and Materials:

Evaluation:

Comments on use:

Rodney Farmer

Subject Area(s) Social Studies

Unit(s) Personality Types

Objective(s):

Students to learn what personality is and how it is classified.

Procedure:

Personality defined in terms used by psychologists and social scientists.

Classification of personalities explained:
1. extrovert
2. introvert
3. ambivert

Class classifies famous people of present and past. (Students warned of the dangers of oversimplification and of amateur psychology.)

Class given a list of 50 or more occupations.
The class divided into groups
Each group to decide what personality type is best with each vocation.
Each group to defend their selections.

Class discussion in which students are asked if they think they are correctly suited, personality wise, for the vocation of their future. And, if students have not yet selected a vocation, they can make a list of vocations that are suited to ther personality needs.

Resources and Materials:

Any general psychology textbook

Students

Evaluation:

Comments on use:

Rodney Farmer

Subject Area(s) Social Studies

Unit(s) Immigration

Objective(s):
To learn about the place of immigration and immigrants in our history, society, and the world of work.
To see how myths often distort historical and present-day occurences.
To see how myths influence our values.

Procedure:	Resources and Materials:
Lead students to a definition of terms: immigration and emigration.	Any chapter from a U.S. History text covering immigration.
Discuss immigration in terms of world history.	Any chapter from a sociology textbook on prejudice and stereotypes.
Discuss immigration in terms of American history. Discuss contributions made by immigrants. Discuss the types of jobs immigrants to U.S. have usually taken and why. Discuss prejudice in the world of work	
Discuss the melting pot theory Question students on its validity	
Discuss reasons why people have or do today immigrate.	
Discuss problems faced by immigrants to U.S.	
Have students report to class their own lines of descent. Students to question family members about family history.	Student and his family.

Evaluation:

Comments on use:

Rodney Farmer

Subject Area(s) ____

Unit(s) Immigration (continued)

Objective(s):

Procedure:

Have student research and report to class on what nation he would immigrate to if he had to leave the U.S. Students discuss how they would prepare themselves to live and work in this other nation. Discuss importance of education and proper job training.

Use lesson plans on the myth of the melting pot theory found in the volume, Teaching American History: The Quest for Relevancy

Students discuss and define terms myth and values.

Students given primary source sheets copied from Teaching American History.
Discuss place of myths in American history.

Students to use primary sources to see the importance of the melting pot theory in U.S. history.

Students use primary sources to test the theory against the history of the Black experience.

Students to discuss and learn rules for debunking all myths.
Students to apply newly learned methods to present-day myths.

Resources and Materials:

Kownslar, Allan O., Editor, Teaching American History: The Quest for Relevancy. National Council for the Social Studies, 44th Yearbook, 1974.

Evaluation:

Comments on use:

This unit would take three to four weeks.

Rodney Farmer

Subject Area(s) Social Studies

Unit(s) Race and Race Relations

Objective(s):

Students will understand what race is and learn the truth about many myths about races. Also, the student will look at the racial problem from a personal point of view and thus see the difficulty of the problem.

Procedure:

Races of Mankind

a. Define term race.
b. Explain distribution of races over the earth.

Racism

a. Define racism.
b. Explain development of racism to present time.
c. Racism today throughout the world.

Integration and other attempts to fight racism

Activity:

a. Students to write an essay on how to best handle the problem of racial discrimination in employment.
b. Students to project themselves into the future when they are employed at a job they would like to have; here students are faced with racial problems on the job and ask how they would handle the problem.

Resources and Materials:

Textbook: Patterns of Civilization America, by Cambridge Book Co.
Chapter 4

Films:
Black History: "Lost, Stolen, or Strayed" (35)
16mm, color, sound, 60 min.
pay postage and insurance both ways
book 2 months advance
West Glen Films,
565 Fifth Ave.
New York, NY 10017

"Brotherhood of Man"
16mm, color, sound, 10 min.
(need for understanding among all races.)
Amalgamated Meat Cutters and
Butcher Workmen of North America
1686 Elmhurst Road
Elk Grove Village, Illinois
Chicago, IL 60007

Evaluation:

Essays to be read to class for class discussion.

Comments on use:

Rodney Farmer

Subject Area(s) Social Studies

Unit(s) Social Classes

Objective(s):

Students will understand the social class system. Also, students will think of a future occupation in terms of what social class it will place them in.

Procedure:

Social classes
- a. Define term
- b. What factors determine social class
- c. Social classes in history
- d. Social classes today

Activity: Each student writes an essay on what occupation he would like to hold in the future and how it will affect his social standing.

Resources and Materials:

Textbook: Human Behavior
by Berelson and Steiner
Chapter 5

Evaluation:

Written essay.

Comments on use:

Rodney Farmer

Subject Area(s) Social Studies

Unit(s) Cooperation and Conflict in Society

Objective(s):

Students will be able to see that cooperation is needed to solve problems in school, at work, in history, in international politics, etc.

Procedure:

Students placed in a simulation activity:

a. Students placed in a desert with an environment that requires that the students will either learn to cooperate or perish.
b. Students in beginning have no form of social, political, or economic organization. They must form their own institutions if they are to cooperate successfully.
c. This activity is to be led by the teacher and always under the teacher's control.

A lecture on ancient Egypt to see that in past man had to cooperate to tame the Nile River just as in above lesson students had to cooperate to survive.

Students placed in a 2nd simulation activity. This time in the future. Also, this time after the teacher gives the initial instructions the students will be left on their own to reach a conclusion.

a. Students landed on unpopulated planet where they must learn to cooperate if they are to survive.
b. Students given freedom to form any kind of government or economy they desire.
c. Students must have 2/3 of students agree on what type of government would be best; thus the students must debate and compromise.

Class discussion on how above lesson can be applied to situations requiring cooperation in the students' life at home, school, and work.

Resources and Materials:

Textbook: Our World Through The Ages by Platt and Drummond
Chapter 2

Simulation game:
Human Survival: 2025
by Edu-Games
A Creative Classroom activities product.

Evaluation:

Comments on use:

Rodney Farmer

Subject Area(s) Social Studies

Unit(s) Women's Liberation

Objective(s):

Students will have thought about women's liberation and its possible impact on their lives at work, school, home, etc.

Procedure:

A lecture on the history of the woman sufferage and women's liberation movements in U.S. history.

A lecture on the contemporary women's liberation movement.

Simulation activity:

a. Students divided into groups to represent various women's liberation groups and groups opposed to women's liberation.
b. Liberation groups will argue before a legislative committee why various liberation proposals they have drawn up should become law.
c. Groups opposed to women's liberation argue their side.
d. Students now are made members of the legislative committee which is to debate and vote on what proposals to recommend to Congress.

Students first discuss in class and then write an essay on how education, vocational opportunities, family life, and life on the job will be different in the near future when the students will be adults. Thus trying to predict how women's liberation will affect their futures.

Resources and Materials:

Textbook: The Rights of Women
by S. Feldman

Simulation activity:
Women's Liberation
Edu-Game
P.O. Box 1144
Sun Valley, CA

"The American Woman"
16mm, color, sound, 15 minutes
Pay return postage
Klein Co.
Walter J. Distribution Director
6301 Carmel Road
Charlotte, NC 28211

"Four Goals for the Future"
16mm, sound, color, 15 minutes
16mm, sound, color, Kelin Co.,
Walter J.-Add on the first one

"Hands for Action"
16mm, sound, 15 minutes, color
Klein Co.,
Walter J.-Add on the first one

Evaluation:

Comments on use:

Rodney Farmer

Subject Area(s) Social Studies

Unit(s) The Future

Objective(s):

Students will have thought about the future in both national and individual terms; thus students will be more future oriented.

Procedure:

Lectures on possible changes in the future:
- a. The family in the future
- b. The economy in the future
- c. The government in the future
- d. Education in the future
- e. Leisure time in the future

Activity
- a. Students to read newspapers and magazines and try to predict themselves what American life will be like 10, 20, 50, etc. years from now.
- b. Students to put their predictions into the form of an essay.
- c. Students to read essays to class for class discussion.

Project to make the study of the future relevant.
- a. Students to write an essay on how they should themselves prepare for the future in the areas of vocations, leisure time, education, family life, etc.
- b. Students to read essays to class for class comment.

Resources and Materials:

Textbook: Future Shock by Alvin Toffler

Newspapers and magazines

Evaluation:

Essays as written and given before the class.

Comments on use:

Rodney Farmer

Subject Area(s) Social Studies

Unit(s) The Consumer

Objective(s):

Students will be able to appreciate to role of the consumer and his problems through investigation.

Procedure:

A lecture and class discussion on the role of the consumer in America.

a. Define the term consumer
b. Look at consumer throughout U.S. history
c. Look at consumer today

Investigation activity:

a. Students interview parents, neighbors, etc. to discover information about the problems and activities of consumers.
b. Students to read reports to class for class discussion.

Simulation activity:

a. Students divided into "family groups" to face the problems of handling a family budget.

Resources and Materials:

The Consumer, Gerald Leinwand, editor, textbook.
Problems of American Society Serie
New York: Washington Square Press
1970

Members of community and families of students.

Simulation game:
Consumer Decision, by Creative Classroom Activities, 1973.

Teacher prepared materials to guid
students in interview of consumers

Films:
"Behind These Doors"
16mm, color, sound, 28 min.
Takes consumer behind the stock room doors of a supermarket.
Available to schools at no cost other than return postage and insurance, 6 weeks advance notice and alternate dates.
Amalgamated Meat Cutters and Butch
Workmen of North America

Evaluation:

Comments on use:

Subject Area(s) Social Studies

Unit(s) The Consumer, p. 2

Objective(s):

Procedure:

Resources and Materials:

"Japan's Modern Consumers"
(F-046) 16mm, sound, color, 28 min.
Shows a Japanese family on their daily rounds as they show that consumerism has no geographical bounds. Return postage required, book 10 weeks in advance.
Association-Sterling Films
8615 Directors Row, Dallas, TX 75247

"Report to Consumers"(4564)
16mm, color, sound, 28 minutes
Documentary on retailing. Interviews with various employees, etc. Available to 7th and above. Pay return postage, book 1 month in advance. Modern Talking Picture Service.

"Standing in the Customer's Shoes"
(4667)
16mm, sound, color, 14 minutes,
Modern Talking Picture Service

"Food and Money"
16mm, sound, 18 minutes, color
Presents the economics of food from farmer to consumer. Discusses

Evaluation:

Comments on use:

Subject Area(s) Social Studies

Unit(s) The Consumer, p. 3

Objective(s):

Procedure:

Resources and Materials:

causes of food price increases, etc. Book in advance, pay retur
postage.

Cost of Living Council
c/o Modern Talking Picture Servi
1686 Elmhurst Road,
Elk Grove Village
Illinois, Chicago, IL 60007

Address for Modern Talking Pictu
Service is:
1686 Elmhurst Road
Elk Grove Village, Illinois
Chicago, IL 60007

Evaluation:

Class and individual projects

Comments on use:

Rodney Farmer

Subject Area(s) Social Studies

Unit(s) Vocations Around the World

Objective(s):

Provide opportunity for student to learn about vocations in foreign lands. Also, to provide an opportunity for student to put his own vocational plans on paper.

Procedure:

A. Each student selects a foreign nation he is interested in.
   1. Each student given the address of the Embassy of the nation
   2. Each student given a pen-pal from that nation

B. Student to learn as much as possible about life of everyday people in his nation.
Student to especially seek information from his pen-pal about the vocation that student plans to enter and the vocations of the pen-pal's parents.

C. Student informs his pen-pal of his own vocational plans and his own parents' vocations.

D. Student reports to class about the nation he studied.
Also reports on vocational plans of pen-pal and vocations of pen-pal's parents.

Resources and Materials:

An international pen-pal organization

Addresses of various foreign embassies.

Evaluation:

Comments on use:

This program should be started early in the year because of the time element involved in communicating with pen-pals.

Rodney Farmer

Subject Area(s) Social Studies

Unit(s) Social Classes

Objective(s):
To understand social classes and the relationship between social class and occupations.

Procedure:

A. Define term "social class"
   1. Compare American open-class system to Hindu custe system
   2. Behavioral deferences between social classes

B. Research project:
Students to do survey in community to see relationship between social class of parents and their job and education expectations for their children.

C. Essay assignment and class discussion:
Students to write on and discuss how their future vocational plans will affect their social class standing.

Resources and Materials:

Community members
Students

Any general sociology textbook with a chapter on social classes.

Evaluation:

Comments on use:

Rodney Farmer

Subject Area(s) Social Studies

Unit(s) The Economic Institution

Objective(s):

Students will understand the three main types of economics and how they would live vocationally under various economic systems. Students will have thought about and developed an opinion on the strengths and weaknesses of the various economic systems.

Procedure:

Define the economic institution

- a. Define and explain capitalism
- b. Define and explain socialism
- c. Define and explain both pure communism and Marxiam communism

Activities:

- a. Students write an essay on how each economic system meets the needs of man and which system the student prefers and why.
- b. Class debates on which type of economic system best meets the various needs of man.
- c. Students to write a report to make to class on what vocation they would like to have as an adult and how they would live and prosper with this particular occupation under all three different economic systems.

Resources and Materials:

Text: Systems of Man
by Mendoza and Napoli
Chapters 14, 15, 16

Film:
"Communism" (AFIF 165)
16mm, sound, black & white, 30 min.
(1967) A primer on the role of Communism and its impact on world affairs.
Pay transportation one way, book well in advance.
Department of the Army
Fifth United States Army
Attention: Audiovisual Support Center, Fort Sam
Houston, TX 78234

Students themselves

Encyclopedias to be used by students.
New Industrial State
by John Gilbraith
Houghton Mifflin Co. 1967

Evaluation:

Class and individual projects

Comments on use:

Rodney Farmer

Subject Area(s) Social Studies

Unit(s) Elected Government Officials

Objective(s):

To discuss role of elected officials in American life.
To stress the importance of electing honest competent officials.
To think about elective politics as a vocation.

Procedure:

A. Students divided into panel groups. Each panel group given a group of officials to research; for example: city officials, county, state, and national level.

B. Elected government officials invited to attend class and discuss their lives as a public official.

C. Student panels report to class. Class discussions

D. Lecture and discussion on elections

E. Hold mock elections

F. Discussion on why each student would or would not want to be an elected public official.

Resources and Materials:

Elected officials
Various government publications

Evaluation:

Comments on use:

Rodney Farmer

Subject Area(s) Social Studies

Unit(s) City Government

Objective(s):
To make students aware of the organization and functions of city government.

Procedure:

Have each class choose a unit of city government to study.

Each class will spend one day with their government official or body and determine what responsibilities lie within that office.

Prepare a slide-tape explaining the functions of that office using pictures taken during the trip and audio written and taped by that class.

Resources and Materials:

City government officials
Camera
Tape recorder

Evaluation:
Discuss with students how each department is set up and administered and the problems encountered within.

Comments on use:

Phil Denny

Subject Area(s) American History

Unit(s) Culture

Objective(s):

For the student to identify values in life styles as they relate to their own culture.

To associate the student with career opportunities in the arts.

Procedure:

Read background information on various cultures.

Discuss the effect of the environment on the attitude of the individual.

Have the students discuss their likes and dislikes in the various arts.

Compare the culture of the student's home town to that of another.

Discuss the career opportunities in the arts.

Resources and Materials:

Winther & Cartwright, Our Country's Heritage: 1865 to the Present, Ginn & Co., Boston, 1972, Chapter 13, "Enriching Our Culture."

The Jungle by Upton Sinclare

Various poems by American & European poets

Short stories by Mark Twain

Listen to the music of various cultures

Evaluation:

Answer the following question: "What should communities do to enrich the culture of their citizens? How should these activities be provided?

Comments on use:

John Miller

Subject Area(s) American History

Unit(s) Advertisement

Objective(s):

To acquaint the student with the power and the force of good advertisement.

Procedure:	Resources and Materials:
Discuss some current T.V. advertisements and how many of the products are now in the homes. Have the student prepare their own advertisement and present it to the group. Bring in a local merchant to inform the class on the type of advertising used in his business and the cost involved. Ask the local newspaper editor to report on the amount of money spent on advertising each year.	Sears & Montgomery Wards Catalogs T.V. commercials Bill boards

Evaluation:

Write an essay explaining the effect of advertisement on everyday life.

Comments on use:

John Miller

Subject Area(s) American History

Unit(s) National Security

Objective(s):

To associate the student with career opportunities in the Armed Forces.

Procedure:

Discuss the importance of Armed Forces.

Obtain recruiters from the various branches of the Armed Forces.

Field trip to local Armed Forces camp (Whiteman Air Force Base, Knob Noster, MO).

Discuss the role of the Army Corps of Engineers in domestic projects.

Tour corp project (Truman Dam, Warsaw, MO).

Resources and Materials:

Brochures from the various Armed Forces
Recruiters
Local retired servicemen

Evaluation:

Answer the following question: Why are the Armed Forces appealing to high school graduates today?

Comments on use:

John Miller

Subject Area(s) **American History**

Unit(s) **Farming**

Objective(s):

For the student to understand the effect the farmer has on his or her environment.

Procedure:

Gather and read information on how farming affects our society.

Collect pictures from the "Farm Journal" to construct a bulletin board display showing the modern farm.

Discuss the low farm prices and high market prices and how they affect each student.

Obtain from the community guest speakers such as the County Agent to help the students realize some of the different occupations related to the farms.

Resources and Materials:

Winther & Cartwright, Our Country's Heritage: 1865 to the Present, Ginn & Co., Boston, 1972, Chapter 10

Farm Journal

Evaluation:

Answer the following question: "How is it possible that fewer farmers produce much more food and raw material than larger numbers of farmers produced previously?

Comments on use:

John Miller

Subject Area(s) American History

Unit(s) Conservation

Objective(s):

For the student to understand his individual role in the conservation of our natural resources.

Procedure:

Read Chapter 11, "The Story Behind Two Magic Words--Conservation and Reclamation"

Break up into groups of four and discuss the different areas in the field of conservation and how each student could best fit in.

Discuss which is best--The clearing of the land to produce more crops or livestock or the development of the land for the preservation of our wild life. Include the student's own set of values into the discussion.

Have the students listen to various speakers who could inform them as to their role in conservation. Example: Conservation agent, environmental specialist from any major company, local environmental citizens group.

Resources and Materials:

Winther & Cartwright, *Our Country's Heritage: 1865 to the President*, Ginn & Co., Boston 1972.

Reading suppliments in the *Missouri Conservationist*

Evaluation:

Have each student write an essay on his or her role as a conservationist.

Comments on use:

John Miller

Subject Area(s) **American History**

Unit(s) **Wildlife Conservation**

Objective(s):

To associate the students with their role in the conservation of wildlife.
To associate the student with career opportunities in wildlife management.

Procedure:

Discuss the need for wild animals. (At this point, you might have special reports on animals that are on the endangered species list.)

Obtain guest speakers from the State Department of Conservation in the area of wildlife management.

Take a field trip to one of the state fish hatcheries to observe some of the jobs associated with a fish hatchery. (Bennet Springs, MO)

Resources and Materials:

Missouri Conservationist, March 1969, "Population Turnover and Harvest of the Cottontail"

Missouri Conservationist, March, 1969, "Prairie Chicken"

Evaluation:

Have the student write a personal reaction to the operation of a fish hatchery.

Comments on use:

Students seemed to better associate with their role in wildlife management after the trip.

John Miller

Subject Area(s) American History

Unit(s) Soil Conservation

Objective(s):
To associate the student with career opportunities in soil management.

Procedure:	Resources and Materials:
Obtain a speaker from the State Department of Conservation in the area of soil conservation. Discuss the role of the U. S. Department of Agriculture in the area of soil conservation. Discuss ways to conserve needed top soil. Tour a local farm to observe what is being done in the area of soil conservation. Upon returning evaluate the soil conservation practices observed.	Missouri Conservationist, February, 1969, "Waste Land Reclamed"

Evaluation:
Give a short objective quiz on accepted ways of soil conservation.

Comments on use:

John Miller

Subject Area(s) American History

Unit(s) Forestry

Objective(s):

To familiarize the students with career opportunities in forestry.
To make the student aware of the importance of our nation's forested regions and what each can do to conserve these areas.

Procedure:

Discuss the need for wood products.

Have the students make a list of all the areas of life that depend on our forests.

Visit a local factory that deals in wood products. (Bishop's Gunstocks and Fajens Gunstocks, Warsaw, Missouri)

Listen to a guest speaker from the State Forestry Agency on job opportunities and needed education.

Resources and Materials:

Missouri Conservationist, March, 1968, "Metro-Forester"

Evaluation:

Answer the following question: In what area of forestry would you like to work? Why?

Comments on use:

John Miller

Subject Area(s) American History

Unit(s) Ecology

Objective(s):

Display a growing interest in finding ways for individual to help solve the problems of their environment.

Procedure:	Resources and Materials:
Discuss ways students can contribute to the "war on pollution" effort. Discuss the pollution problems in the local community. Discuss careers associated with our ecology.	Winther & Cartwright: Our Country's Heritage: 1865 to the Present, Ginn & Co., Boston, 1971, Chapter 17.

Evaluation:

How has pollution of air and water become dangerous to all of us?

Comments on use:

John Miller

Subject Area(s) **Social Studies**

Unit(s) **Energy Crisis**

Objective(s):

To understand complexity of energy crisis.
To understand interdependence of many vocations in this modern world.
For students to question their own vocational goals in relation to the present and future energy crisis.

Procedure:

Define term "energy crisis"

A. Students to report on their interviews on how local residents will be affected by energy crisis
Class discussion

B. Class discussion in which students discuss how a permanent energy crisis might influence their own personal vocational plans.

C. Class discussion on how energy crisis should be solved.
Panel discussion - panel uses information gained by sending off for information from various government and industrial sources

D. Class discussion or debate on ecology interests vs. energy interests.

Resources and Materials:

Newspapers and news magazines
Community members
Parents
Government agency publications
Private industry publications
Speakers from ecology group or industry

Evaluation:

Comments on use:

Rodney Farmer

Subject Area(s) Social Studies

Unit(s) Ecology

Objective(s):

Students to think about ecology and will understand how these problems will affect their future vocational and leisure time plans.

Procedure:

Introduction to and definition of ecology
  a. Lecture on interdependence of various forms of life
  b. Question and lead students to discover what problems exist today in ecology

Ecological problems:
  a. Land pollution
  b. Air pollution
  c. Water pollution
  d. Noise pollution
  e. Overpopulation

Film

Discussion of how problems of ecology do now and will in the future affect student's individual life in relation to work and vocations.
  a. Students to write essays on how ecology problems will affect their future vocational and leisure time plans.
  b. Students to read newspaper and news magazine articles on how ecological problems may affect their future work and leisure time plans.

Resources and Materials:

Ecology, by Pauline and Weishaus, textbook

Newspapers and Magazines

Film:
"House of Man--Our Changing Environment" from Encyclopedia Britanica Educational Corp.
Population Ecology, from McGraw-Hill Films

"Air is for Breathing"
16mm, color, sound, 29 minutes
Pay return postage, book 4 weeks in advance.
Shell Film Library
1433 Sadlier Circle Drive
Indianapolis, IN 46239

Evaluation:

Comments on use:

Subject Area(s) Social Studies

Unit(s) Ecology, p. 2

Objective(s):

Procedure:

Resources and Materials:

"All the Difference" (3871)
16mm, sound, 21 minutes, color
(1970) Pay return postage
Above 7th grade
Book one month in advance
Modern Talking Picture Service
Elk Grove Village
Illinois, Chicago, IL 60007

"The Choice"
16mm, sound, 17 minutes, color
(1973) Deals with environment--specifically your own back yard.
Pay return postage, book 3 to 4 weeks in advance, Chevron Chemical Company
Attention: Larry Weber
ORTHO Division, 200 Bush Street
San Francisco, CA 94104

"Endless Search"
16mm, sound, color, 28 minutes (1967)
For high school and above
Pay return postage, book as far in advance as possible
Institute of Scrap Iron and Steele
Public Relations Dept.
1729 H Street, N.W. Washington, DC 20006

Evaluation:

Comments on use:

Subject Area(s) Social Studies

Unit(s) Ecology, p. 3

Objective(s):

Procedure:

Resources and Materials:

"Environmental Protection: Water and Air: Forest, Streams, and Wildlife, Providing New Resources"
16mm, sound, color, 35 minutes (19
Pay return transportation, book 2 months in advance
Glatfelter Company Film Library
P.H., Dept. of Creativision Inc.
295 West Fourth Street

"The Great All American Trash Can"
16mm, sound, 13 minutes, color (19
Recycled glass and products made from it. Pay return postage plus insurance, book 3 or 4 weeks advan
Commonwealth Film Distributors
1440 South State College Boulevard
Building 6-K
Anaheim, CA 92806

"Ill Winds on a Sunny Day"
16mm, sound, 28 minutes, color (19
Deals with a problem all major cities suffer from--air pollution. Available to schools at no cost ot than return postage and insurance. Book 6 weeks and give alternate dates.

Evaluation:

Comments on use:

Subject Area(s) Social Studies

Unit(s) Ecology, p. 4

Objective(s):

Procedure:

Resources and Materials:

Amalgamated Meat Cutters and Butcher
Workmen of North America
Dept. of Education
2800 N. Sheridan Road
Chicago, IL 60657

"The River Must Live"
16mm, sound, color, 21 minutes (1968)
Pay return postage, book 4 weeks in
advance
Florida Dept. of Natural Resource
Bureau of Education and Information
Larson Building
Tallahassee, FL 32304

"Troubled Waters"
16mm, color, sound, 28 min. (1967)
Amalgamated Meat Cutters and Butcher
Workmen of North America

"Undersea Oasis"
16mm, sound, color, 29 min. (1973)
Pay return postage, book 4 weeks
advance
Shell Library
1433 Sadlier Circle Drive
Indianapolis, IN 46239

Evaluation:

Comments on use:

Subject Area(s) Social Studies

Unit(s) Ecology, p. 5

Objective(s):

Procedure:

Resources and Materials:

"Waste Material: A National Resource" (503)
16mm, sound, color, 13½ min.
Pay return postage, book well in advance
National Association of Manufactu
c/o Modern Talking Picture Servic
2323 New Hyde Park Road
New Hyde Park, NY 11040

"What America Is Doing About Conservation"
16mm, sound, color, 15 minutes
Pay return postage and insured for $300, booki[illegible] can be filled immediately.
Klein Company, Wal[illegible]. Distribut
Director
16301 Carmel Road
Charlotte, NC 28211

"Youth Can Save The Land"
16mm, sound, color, 15 minutes
Klein Company
Walter J. Distribution Director
6301 Carmel Road
Charlotte, NC 28211

Evaluation:

Class and individual projects

Comments on use:

Rodney Farmer

Subject Area(s) American History

Unit(s) Chain Store

Objective(s):

For the student to become aware of the occupations available through the chain store.

Procedure:	Resources and Materials:
Discuss the role of the chain store in present society. Read information about the development of the chain store. View the Town & Country presentation from State Fair Community College, Sedalia, Missouri. Tour local chain store outlet. Make a list of chain stores in the area that serves your school. Discuss occupations in all areas that a chain store utilizes.	Winther & Cartwright, Our Country's Heritage: 1865 to the Present, Ginn & Co., Boston, 1972, p. 88 Town & Country Slide/Tape Presentation from SFCC.

Evaluation:

Answer the following question: "In what way does the chain store influence our lives?"

Comments on use:

John Miller

Subject Area(s) Social Studies

Unit(s) Industrialization of America
1860-1890

Objective(s):

Students will understand the growth of big business in the U.S. history. Also, students will look briefly at marketing and advertising as vocations.

Procedure:

U.S. economy in 1860

Reasons why industrialization spread in U.S. from 1860's on:

a. New markets
b. New forms of business organization
c. Improved transportation and communications
d. New inventions

How the new industrialization changed life in U.S.

a. Cities
b. U.S. becomes urban nation
c. Many new vocations

Simulation activity

a. Students divided up into a consumer board and leaders for three large competing bakeries.
b. Students compete and learn how to do market research, advertising and selling.
c. Thus students see what the big businesses of both the 19th century and today must do to survive.

Class discussion: Ask student if either selling or advertising vocations appeal to them as good vocations in the past, present and in the future.

Resources and Materials:

Textbook: Rise of the American Nation, by Todd and Curti
Chapters 23, 26

Simulation game:
Profits and Loss
from Scholastic Search Magazine
March 14, 1974.

Evaluation:

Comments on use:

Rodney Farmer

Subject Area(s) Social Studies

Unit(s) The Great Depression, 1929-41

Objective(s):

Students will understand what depressions are and especially understand the Great Depression. Also, the student will have looked at a future occupation in a possible future depression and thus will receive a different perspective on this vocation than the student generally receives.

Procedure:

Depressions
   a. Causes of depressions throughout history
   b. Results of depressions

The Great Depression, 1929-41
   a. Causes
   b. Hoover's reactions to the depression
   c. FDR and the depression
   d. WWII and depression ends
   e. Effects and results of depression

Activity
   a. Students to interview neighbor or relative about the Great Depression. Someone who lived at the time.
   b. Students report to class on thier interviews
   c. Class discussion to compare textbook interpretations with interpretations made by people interviewed.

Class discussion on what might happen today in the U.S. if we have another bad depression.

Activity: Students to report on how a possible vocation they might like to have in the future which might be affected by another Great Depression.

Resources and Materials:

Textbook: Rise of the American Nation, by Todd and Curti Chapters 33, 36, 37

Students themselves and adults who lived at the time of the depression.

Evaluation:

Class and individual activities.

Comments on use:

Rodney Farmer

Subject Area(s) Social Studies

Unit(s) Civil War

Objective(s):

For the students to become aware of what it would have been like in the U. S. between the years 1860-1865 during the Civil War. For the students to be aware of the pain, suffering, and crude way of life of war at that time.

Procedure:

Give the students the choice of assuming the role of different situations that were present at this time.

1. Civil War prisoner
2. Southern plantation owner with 500 slaves
3. Nurse or doctor
4. Confederate or Union spy
5. War correspondent
6. Military general
7. Slave and underground railroad participant
8. Lincoln's assassin
9. Navy sailor, foot soldier, cavalry or artillery/ confederate or union

Write a paper as the individual being as detailed and descriptive as possible.

Resources and Materials:

Text
Teacher presentations
Library materials available on the Civil War

Evaluation:

Paper evaluated on accuracy of factual information, detail and description, neatness, and total effort.

Comments on use:

Wes Rinnan

Subject Area(s) Social Studies

Unit(s) Current Events Scrapbook

Objective(s):
To make the students aware of the continuing events happening in the world and to improve their use of the newspaper.

Procedure:

Ask the students to keep a scrapbook with article clippings in the following eight categories:

1. National news
2. Local news
3. World news
4. Political news
5. Commentaries
6. Sports
7. Miscellaneous
8. Picture section

Evaluations are to be written under each article to explain it.

Resources and Materials:

All newspapers, magazines, and phamphlets available

Evaluation:

Graded on a point system for variety, neatness, evaluations, and total effort. Discussion should be held one day a week on special news events of major importance and their interest.

Comments on use:

Wes Rinnan

Subject Area(s) **Social Studies**

Unit(s) **Current Events Scrapbook**

Objective(s):

To make students aware that events happening anywhere in the world will affect them.
To acquaint students with the various parts of the newspaper and different jobs involved in putting the paper together.

Procedure:

Have students bring papers to class.

Divide students into groups of 4 or 5. Each group selects a chairperson, art director, and 2 or 3 researchers.

The groups each choose a topic which they wish to research.

Each group will find articles dealing with their topic. Clip the article, summarize it and mount the article and summary in their scrapbook.

The art director will be responsible for cover design, all art work throughout the book and organization of articles and summaries.

Resources and Materials:

Newspapers
Large sheets of paper for pages
Art supplies
Hole punch
Brass brads

Evaluation:

Scrapbooks are graded for appropriateness of articles, summaries and overall appearance of book.
Grade books with the students present, going over it together and discussing it. This gives the teacher the opportunity of really knowing what the students wished to express.

Comments on use:

Phil Denny

Subject Area(s) Social Studies

Unit(s) World Trade

Objective(s):

The student will have a basic understanding of world trade and an appreciation of its importance to everything from nations to the student's future vocation.

Procedure:

Lecture and class discussion to give students a basic understanding and definition of world trade, trade balances, tariffs, etc.

History of world trade

World trade today

World trade in the future

Film

Activities to show interdependence of nations and importance of world trade to the individual:

a. Class discussion on what would happen to U.S. if she could not trade with any other nation, what jobs would be lost, what would happen to the standard of living, etc.
b. Each student to report to class on how his parent's occupation is influenced by world trade.
c. Each student to report to class on how a future occupation he would enjoy having is influenced by world trade now and may be influenced in the future when the student enters the world of work.

Resources and Materials:

Textbook: World Geography Today
by Israel and Roemer
Chapter 54

Parents of students

Film:
"Our Foreign Trade"
from N.Y. Journal-American

Books:
Trade Regulation
by Isidore Silver Lerner Pub. Co. 1970
Trade Routes
by Robert J. Collins
McGraw-Hill 1968

Film:
"On the Seven Seas"
16mm, sound, color, 22 minutes
Pay return postage and $200 insurance.
Royal Danish Consulate General
360 North Michigan Avenue
Chicago, IL 60601

Evaluation:

Student reports

Comments on use:

Rodney Farmer

Subject Area(s) Social Studies

Unit(s) World Families

Objective(s):

Students will be able to see and think about the possibility that there will be conflicts between family and work in their own future.

Procedure:

Introduction and definition of the family as an institution.

- a. Various forms of family found around the world
- b. Needs and duties of the family institution

Hindu family of India

Japanese family

Moslem family

Russian family

- a. Discuss the Communist attempt and failure to destroy the family

Comparison of 19th century American family with 20th century American urban family.

- a. To see that today the family members work away from the home instead of working at the home as they did in the 19th century.
- b. To discuss the relationship between work, recreation, education and other away from home activities with the modern family.

Resources and Materials:

Textbook:
Anthropology For Our Times
by Cover, Chapter 10

Sociology
by Suzanne Sandowsky, Chapter 10

"This is My Home" (4893)
16mm, sound, color, 24 minutes
Visits an African family in Keny
Pay return postage, book one mon
advance.
Modern Talking Picture Service

"Bangladesh Plowman"
16mm, sound, 22 minutes, color
(1974) Shows the life of a Bangladesh farmer. Pay return postage, book 4 to 6 weeks advance.
Mennonite Central Committee
Audio-visual Dept.
Akron, PA 17501

"A Better Life"
16mm, sound, color, 35 minutes
Awareness of Apanish speaking
peoples,

Evaluation:

Comments on use:

Subject Area(s) Social Studies

Unit(s) World Families, p. 2

Objective(s):

Procedure:

Resources and Materials:

Sandia Laboratories Motion Picture Division
P.O. Box 5800
Albuquerque, NM 87115
Pay return postage, book 6 weeks advance.

"Bolivia: Beneath the Mask"
16mm, sound, color, 29 minutes
Depicts the world of hunger, poverty, and frustration found in Bolivia.
Pay return postage, book 5 weeks advance.
Maryknoll Film Library
Maryknoll, NY 10545

"The Day of the Young" (414)
16mm, sound, 27½ minutes
Shows new generation of young Germans growing to maturity.
Association-Sterling Films
8615 Directors Row
Dallas, TX 75247

"Korea--Battleground for Liberty" (AFIF 106) 16mm, sound, color, 47 minutes (1961)

Evaluation:

Comments on use:

Subject Area(s) Social Studies

Unit(s) World Families, p. 3

Objective(s):

Procedure:

Resources and Materials:

Gives a portrayal of the Koreans-
how they live, what they believe,
their goals.
Department of Air Force (Local be

"Other Vietnam, The"
16mm, color, sound, 29 minutes
(1966) Depicts U.S. help to bring
economic development to Vietnam.
Pay return postage, book 2 months
in advance.
National Audiovisual Center
General Services Administration
Washington, DC 20409

"Threshold of Terror"
16mm, sound, color, 27 minutes
Story of people in Hong Kong
P.I.M.E. Missionaries
9800 Oakland Ave.
Detroit, MI 48211
Pay transportation both ways,
book 6 weeks advance.

"Young Citizens"
16mm, sound, 18 minutes, black
and white.
Shows that the youth of the world

Evaluation:

Comments on use:

Subject Area(s) Social Studies

Unit(s) World Families, p. 4

Objective(s):

Procedure:

Resources and Materials:

and especially of India today are in search of an ideal.

Information Service of India
Embassy of India
2107 Mass. Ave.
N.W. Washington, DC 20008
Films are shipped by prepaid insurance. Borrower will return films. Each film must be insured for $100, book 10 to 12 weeks advance.

Evaluation:

Comments on use:

Rodney Farmer

Subject Area(s) Social Studies

Unit(s) Modern Russia

Objective(s):

Students will have a basic understanding of USSR today and the important freedom vs. security concept. Also, students will understand how the conflict between security and freedom will influence their future vocational lives.

Procedure:

Geography of USSR

Modern history of USSR

Economic and political systems of USSR

Russian family

Possible future of USSR

Comparison of life in USSR and USA:
  a. class discussion on concept of security vs. freedom.
  b. students to write an essay on whether economic security is more or less important to them than economic and political freedom.
  c. students to report to class for class comments on a vocation they would like to have in the future and how their conflicting needs for both security and freedom influenced the vocation they picked.

Resources and Materials:

World Geography Today
by Israel and Roemer

"Boys and Girls" (ED-1-62)
16mm, sound, black & white, 20 mi
About a village in Russia
Pay return postage, book well in
advance and give alternate dates.
Embassy of the Union of Soviet
Socialist Republic
Film Library
1225 16th Street
N.W. Washington, DC 20036

Films:
"Russia: 50 Years of Revolution"
from N.Y. Times
"The Collective Farm Named After
Lenin" (SU-1-48)
16mm, sound, color, 20 min.
About collective farm--millionair
in the Union Soviet Socialist Rep

Students themselves

"The Fair at Sorochintski"
(RT-2-15) 16mm, sound, color, 10
An annual fair held at an old

Evaluation:

Comments on use:

Subject Area(s) Social Studies

Unit(s) Modern Russia, p. 2

Objective(s):

Procedure:

Resources and Materials:

Ukrainian Village of Sorochintski

"From Congress to Congress" (SU-2L-40) (16mm, sound, black and white, 50 minutes)
Depicts achievements of science and industry in the Soviet Union from 1966-1970.

"Girls From the Shop "Moscow" (SU-2-27) (16mm, sound, 20 min., black and white)
Tell about the life and work of shop girls in the largest Moscow shop.
Embassy of the USSR

"In a Close-Knit Family" (SU-1-36) 16mm, sound, 20 min., black and white
About the life of Uzbek people in the family of Soviet nations.

"Initiation" (SU-2-45)
16mm, sound, black and white, 20 minutes
Deals with the custom of initiating young men and women into working

Evaluation:

Comments on use:

Subject Area(s) Social Studies

Unit(s) Modern Russia, p. 3

Objective(s):

Procedure:

Resources and Materials:

class
Embassy of USSR

"The Map of the USSR" (SU-2-46)
16mm, sound, color, 50 minutes
About industry, agriculture, geographical, landscapes, and other aspects of life in Soviet Union.

"One of Many" (SE-2-67)
16mm, sound, black and white, 10 minutes
Features Akulov, scientist, inven
and teacher in Soviet Union,
Embassy of the USSR

"Senior Citizens" (SO-2-62)
16mm, sound, color, 30 minutes
Deals with labor conditions, recreational facilities and benefits for Soviet citizens
Embassy of the USSR

"Place Where Day Is Begun" (RT-2-
16mm, sound, 10 minutes, color
Beautiful scenes from the far eastern areas of the Soviet Union

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Evaluation:

Comments on use:

Subject Area(s) Social Studies

Unit(s) Modern Russia, p. 4

Objective(s):

Procedure:

Resources and Materials:

Embassy of the USSR

"A Wonderful Service Record" (SU-1-1)
16mm, sound, black and white, 10 minutes
About life for a worker in a typical USSR factory
Embassy of the USSR

"Witnesses For Two Epochs" (HY-2L-36)
16mm, sound, black and white, 30 minutes
Deals with history before and after the Great Socialist Revolution in 1917
Embassy of the USSR

"The Kremlin" (66)
16mm, sound, color, 54 minutes
Reflects history of Russia in the story of the Kremlin
West Glen Films
565 Fifth Avenue
New York, NY 10017
Pay postage and insurance, book 2 months advance

Evaluation:

Student and class projects

Comments on use:

Rodney Farmer

Subject Area(s) Social Studies

Unit(s) The Soviet Union

Objective(s):

The student will be able to compare and contrast life in the Soviet Union today with that of the United States in such areas as government, education and life style. Also to understand how the history of the Soviet Union has shaped the country as it is today.

Procedure:

Learn the location and geography of Russia and its neighbors. Compare the make up of Russia with 15 states to that of the United States with 50 states.

Discuss the terms communism, socialism and democracy. What each means, whether it is practical.

Panel discussion--Karl Marx, Joseph Stalin, Vladimar Lenin.

Compare Marx's theory of communism with the operation of communism in Russia.

Diagram the power structure of the Soviet government.

Set up a mock communist government in the classroom.

Resources and Materials:

Text Learning about Countries and Societies, ABC
Understanding the Russians, Kohler, Harper and Row
Picture History of Russians, Martin, Crown Publishers
The Two Worlds of Damyan, Block, Atheneum
Horsemen of the Steppes, Fairservis, the World Publishing Company
Lenin, the Man Who Made a Revolution, Levine, Julian Messner
Young Russia--Children of the USSR at Work and at Play, Vandivert, Dodd, Mead & Company

Evaluation:

Comments on use:

Stress the point that communism as it exists is not true communism but still in the "formative" stage.

Phil Denny

Subject Area(s) Social Studies

Unit(s) Southeast Asia, Japan, and Middle East

Objective(s):

For the students to gain a better understanding of people in other parts of the world.

Procedure:

Each student should assume the role of a newspaper editor. Their objective is to put together a newspaper with articles written by them about the countries being studied (Japan, Middle East, Southeast Asia). The newspaper is to be written as it would be in that country. All areas of a newspaper should be covered, i.e., local, national, world, sports news. Seek variety. Each article is to be written by the student not clipped or paraphrased from a newspaper.

Resources and Materials:

Text
Teacher information
Students' imagination
Newspapers (as guidelines)

Evaluation:

Graded on neatness, total effort, variety, originality or articles and amount of pictorial information.

Comments on use:

Wes Rinnan

Subject Area(s) Social Studies

Unit(s) Brazil

Objective(s):

To make students aware that Brazil is an emerging nation, in many respects following in the steps of the U.S. (colonization, revolution, westward expansion, growth, etc.)

Procedure:

Grade guide attached.

When the work is completed, it is checked by the teacher and initialed on the grade guide if acceptable.

Each student works at his own pace.

Resources and Materials:

Textbook
Reference books
U.S. history

Evaluation:

Total points completed on grade guide plus objective test.

Comments on use:

I find that to use this grade guide, I need a teacher aide because of the volumes of paper work done by the students.

Phil Denny

BRAZIL

1.	Questions, page 321, Learning about Countries and Societies	10 points	__________
2.	Questions, page 333, same as above	10 points	__________
3.	Questions, page 341, same as above	10 points	__________
4.	Questions, page 351, same as above	10 points	__________
5.	Understanding the Unit, pages 351-352	25 points	__________
6.	Poster comparing reasons for westward expansion of Brazil and United States	25 points	__________
7.	Filmstrip: "History"	20 points	__________
8.	Report - 150 words - choose one Dom Joa IV Dom Pedro I Dom Pedro II	50 points	__________
9.	Filmstrip: "Economics"	20 points	__________
10.	Filmstrip: "Geography"	20 points	__________
11.	Worksheet, Chapter 2	50 points	__________
12.	Filmstrip: "Anthropology-Archaelogy"	20 points	__________
13.	Report - 150 words: Amazon Jungle	50 points	__________
14.	Filmstrip: "Sociology"	20 points	__________
15.	Poster - Social Classes of Brazil	50 points	__________
16.	Activities, Page 352, Choose 2	50 points	__________

Name:____

Hour:_______________

DO NOT LOSE THIS SHEET AS YOU WILL NOT RECEIVE ANOTHER ONE!!!!!!!!!

Subject Area(s) Social Studies

Unit(s) African History

Objective(s):

The students will know how electricity effects underdeveloped countries. The students will understand the formation, similarities, and differences of American Indians and African tribes in the areas of social structure, economy and life style.

Procedure:

Compare the people that live along the Nile River to those who live along the Congo River. Areas of Comparison:

a. Family structure
b. Rural/Urban
c. economy
d. religion

Study the effects hydroelectricity has had on the industrial development of Africa.

Study the effects industrial development has had on the life styles of the people of Africa.

Write a short story, selecting as a main character a boy or girl that lives along the Congo or Nile River.

Write a poem expressing the inner feelings of a person as he realizes that one way of life is being replaced by another.

As far an European and African Feudalism, compare their differences and similarities in the:

a. structure of their hierarchy
b. mobility within the hierarchy
c. occupations one might find

Resources and Materials:

Text: a. From Slavery to Freedom Franklin

Books:

a. A Very Strange Society Drur
b. I Want To Be A Forester
c. Red Man, White Man, African Chief
d. How we Travel on Water
e. How People Live in the Big City

Films:

"Aftermath" about the Congo (16m sound, 15½ min. 1961) Am-Nat. Re Cross

"This Is My Home" (4893)
(16mm, sound, 24 min.)
Visits a family in Kenya
Modern Talking Picture Service
Pay Return Postage
Book 1 month in advance
1686 Elmhurst Road
Elk Grove Village, IL 60007
Chicago, IL 6007

Evaluation:

Comments on use:

Subject Area(s) Social Studies

Unit(s) African History, p. 2

Objective(s):

Procedure:

Study how tribes developed in Africa.

Select an African tribe and compare its life style to that of a particular tribe of American Indians.

Compare the Egyptian kingdom to the Bantu tribe in the following areas:

a. religion
b. economy
c. education

Write an essay comparing the benefits or hardships of a Bantu to that of an Egyptian.

Resources and Materials:

Film cont'd
"A Day in America" (TV 776)
(16mm, sound, 28 min., color) 1970
A story of one day in America, people going about their daily business.
Pay transportation charges one way must order on a (DA Form 11-44) which you obtain from the following address:

Department of the Army
Fifth United States Army
Attention: AV Support Center
Ft. Sam Houston, TX 78234

Texts:

a. The Afro-American in U.S. History Ch. 1 and 2
b. From Slavery to Freedom Ch. 1 and 2, Franklin
c. The African Past Ch. 1 and 5 Davidson
d. Black Americans Ch. 1 and 2 Franklin
e. Life in Ancient Egypt Time-Life

Evaluation:

Comments on use:

Subject Area(s) Social Studies

Unit(s) African History, p. 3

Objective(s):

Procedure:

Resources and Materials:

Films:
"Habitants of Lake Mistassini"
(16mm, sound, color, 7 min. 1971)
A day in the life of the Indian nomads along Mistassini Lake. No
available to elementary or Junior high.
Pay return postage
Book 8 weeks in advance
Quebec Government House
The Film Officer
Rockefeller Plaza
17 West 50th Street
New York, NY 10020

"Unconquered"
(16mm, sound, color, 14½ min.)
Features the history of the Florida Seminole Indians.
Pay postage both ways; write for details
Book three weeks in advance
Florida Dept. of Commerce
Film Library
Collins Bldg.
107 W. Gaines Street
Tallahassee, FL 32304

Evaluation:

Class and individual activities

Make a list of the differences and similarities of feudalism as they existed between Africa and Europe.

Comments on use:

Conley McAnally

Subject Area(s) Social Studies

Unit(s) African History/Geography

Objective(s):
The students will obtain a feeling of the vast differences between physical settings, cultural relationships and life styles. The students will list the accomplishments of David L. and A. Schweitzer in the fields of religion, medicine, and humanitarianism as they relate to Africa, know the routes taken by Livingston and Stanley as they explored Africa, recognize the similarities and differences of the Judeo/Christian society to

Procedure:

Compare the various climatic conditions of Africa.

Study the relationship between the climate and culture of Africa.

Name the countries of Africa that have an Arabic cultural background and describe the family structure and life style.

Name the countries of Africa that are politically and economically dominated by white society and compare their:
  a. family life style to that of the U.S.
  b. political systems to that of neighboring black countries
  c. economic systems that of neighboring black countries

Study about the life and accomplishments of Albert Schweitzer as it relates to Africa in the following areas:
  a. religion
  b. medicine
  c. music
  d. humanitarianism

Resources and Materials:

Maps: Physiographic map of Africa, cultural map of Africa, political map of Africa

Text: From Slavery to Freedom
Chapters 1 and 2 Franklin

Films:
"The Hunters,""The Nile,"
"Blue Men of Morocco,"
"Morocco-Chaoui Faces the Future,"
"Republic of Nigeria"

Novels:
The Drifters, Michener
Uhuru, Ruark
Something of Value, Ruark
The Caterpillar Cop, McClure

Filmstrip: "South Africa-Conservation and Development"
Bear Films, Inc.
805 Smith Street, Baldwin NY 11510
Request must be made on official stationery and a comment card must be filled out and returned.

Evaluation:

Comments on use:

Subject Area(s) Social Studies

Unit(s) African History/Geography, p. 2

Objective(s):

that of a religion indigenous to Africa.

Procedure:

Study David Livingston's contribution to Africa in the following areas:

  a. religion
  b. medicine
  c. humanitarianism
  d. exploration

Compare Henry Stanley's careers as a journalist and explorer.

Compare Christianity or Judaism to one of the religious customs practiced in Africa.

On a map trace the routes taken by Stanley and Livingston in their exploration of Africa.

Resources and Materials:

Novels:
Uhuru, Ruark
Something of Value, Ruark

Autobiographies:
On the Edge of the Primeval Forest, Schweitzer
Out of My Thought, Schweitzer

Books:
In Darkest Africa, Stanley
Africa and Africans, Bohannan,
Torra, Koran, Bible

Play acting, recreate the historic meeting of Stanley and Livingston

Evaluation:

Class and individual projects.

Comments on use:

Conley McAnally

Subject Area(s) Social Studies

Unit(s) African History/Art

Objective(s):

The students will: (a) identify Picasso's work in Cubism as having definite links with black African art. (b) recognize the difference between central and northern art work. (c) know the purpose of art and how it interacts with various aspects of primitive societies.

Procedure:

Draw a relationship between African art and Picasso's Cubism through class discussion.

Compare the differences between art work found in Central Africa by blacks to that of art work found in North Africa by Arabs.

Construct a cerimonial mask of Africa.

Create a work of art representing African art style.

Study the relationship between the type of art done in Central Africa to the primitive life styles of the inhabitants as it relates to:

a. religious beliefs
b. family backgrounds
c. communications
d. economy

Resources and Materials:

Films:
"Art--What Is It Why Is It?"
"Cubism"
"From Renoir to Picasso"
"Pottery Making"

Books:
The Encyclopedia of Art
Chapter 1, Munrs.
The World of Picasso--Time/Life,
The Pagent of Painting
Chapter 8, D'Espezel
Art Through the Ages
Chapter 13, 19, Crosby
Purpose of Art
Chapter 1, Elson

Filmstrip:
"The Creative Past: Art of Africa"
Slides, National Gallery of Art
Pay return postage and insurance
Extension Service
Washington, DC 20565
Book one month in advance

Evaluation:

Class and individual projects.

Comments on use:

Conley McAnally

Subject Area(s) **Social Studies**

Unit(s) **African/Current Events**

Objective(s):

The student will: (a) gain an understanding of the role that Arabic speaking countries play in world affairs. (b) know the effect different elements in western society might have on an Arab society.

Procedure:

Study the Arabic speaking countries of Africa and the Middle East.

  a. Relationships among themselves
  b. Relationships towards non-Arabic speaking countries and why they hold these attitudes

Study what effect industrialization, religion and trade have to do with Arabic attitudes towards the western world.

Locate the Arabic speaking countries of North Africa and the Middle East.

Make a flag of all the Arabic speaking countries of North Africa and the Middle East.

Resources and Materials:

Maps: Africa, Asia, Europe

Films:
"World Trade for Better Living"
"Egypt-Sabha Discovers the Past"
"Major religions of the World"
"Morocco-Chaoui Faces His Future"

Evaluation:

Class and individual projects.

Comments on use:

Conley McAnally

Subject Area(s) Social Studies

Unit(s) African History

Objective(s):

The students will learn that a person's status in one social structure may not necessarily be the same in a different social structure.

Procedure:

Compare the educational benefits of:
- a. an Arab in Egypt to a black in Nigeria
- b. an Arab in Egypt to a white in Rhodesia
- c. a black in Nigeria to a black in Rhodesia

Compare the chances for advancement in a selected career of:
- a. an Arab in Egypt to a black in Nigeria
- b. an Arab in Egypt to a white in Rhodesia
- c. a black in Nigeria to a black in Rhodesia

Resources and Materials:

Filmstrip:
"East Africa Today"
"Life in Southern Africa"
"Rhodesia"

Novels:
Something of Value, by Ruark
Uhura, by Ruark

Evaluation:

Comments on use:

Conley McAnally

Subject Area(s) Social Studies

Unit(s) Latin American History/Geograph

Objective(s):

The students will: (a) learn about Brazil and its relationship with it's neighbors and the U.S. (b) name the principle products, languages, religion and governmental structure of Brazil. (c) understand the relationship between Brazil and the U.S. in the fields of: a. trade b. religion c. language d. live style e. governmental structure. The students will: (a) learn there are similarities and differences between the American West and

---

Procedure:

Compare the geography of Brazil to the geography of the United States.

Study the relationships between Brazil and its neighbors in the fields of:

a. trade
b. religion
c. language
d. life style
e. governmental structure

Compare the indigenous people of Brazil to the indigenous people of the U.S.

Construct a letter to an imaginary friend in the U.S. telling about your Brazilian family and daily life.

Compare the gauchos of Argentina to the cowboys of the U.S.

Compare life on the Pampas to life on the Great Plains.

Resources and Materials:

Text: Living as American Neighbors, The Fertile Land, Greenbie

Novel: Frozen Fire, Sperry

Articles--National Geographic
"The Amazon" October 1972
"Brazil Protects Her Cinta Larga Indians," Sept. 1971

Film:
"Latitude Zero"
16mm, sound, 27 min., color (196
Missionary as he ministers to th
backward, poverty-ridden people of the Amazon Jungle.
Pay postage both ways, book 6 to 8 weeks advance
P.I.M.E. Missionaries
9800 Oakland Avenue
Detroit, MI 48211
"Amazon Family" AI-YE
"Argentina"
"River Boy"
"Paddle to the Sea"
"AI-YE"
"Adventure of Huckleberry Finn"

Evaluation:

Comments on use:

Subject Area(s) Social Studies

Unit(s) Latin American History/Geography,
p. 2

Objective(s):

the Argentina Pampas. (b) understand the difference culture makes on people who live in a similar geographical setting.

Procedure:

Make a graph of the beef production in Argentina and how it interacts with:

- a. exports
- b. imports
- c. GNP

Compare the life style in Buenos Aires to the life style in Washington, DC

Compare life along the Rio Colorado of Argentina to the life along the Colorado and Mississippi Rivers of the U.S.

Write a short story of a gaucho in the American old west or one about a cowboy in the Pampas of Argentina.

Write a travel ad encouraging people to visit Buenos Aires.

Resources and Materials:

"Tom Sawyer"
"Yesterday the Cayote Sang"

Text: Living as American Neighbors

Novel: Argentina Road Race
Harwikins

Films: "Argentina"
16mm, sound, 17 min., color
Gives insight into the country of Argentina as a whole.
Pay return postage and insurance
Book 2 or 3 months in advance
Embassy of Argentina
Cultural Office
1600 New Hampshire Ave.
N.W. Washington, DC 20009

"Assignment Argentina"
16mm, sound, color, 12 min.
General description of life in Argentina
Embassy of Argentina

"Bariloche in Spring"
16mm, sound, 10 min.
Scenes of city of Bariloche
Embassy of Argentina

Evaluation:

Comments on use:

Subject Area(s) Social Studies

Unit(s) Latin American History/Geography
p. 3

Objective(s):

Procedure:

Resources and Materials:

"Bariloche in Summer"
16mm, sound, color, 12 min.
Scenes of city of Bariloche
Embassy of Argentina

"Cattle Ranchers in Patagonia"
16mm, sound, color, 12 min.
Cattle raising in area of Patago
Embassy of Argentina

"Cattle Ranchers in the Pampas"
16mm, sound, color, 16 min.
Embassy of Argentina

"Chubert"
16mm, sound, color, 22 min.
Shows scenes of Chubert in
southern Argentina

"Kechuographia"
16mm, color, sound, 11 min.
Deals with drawings and writings
of the prehistoric Argentina
Indians
Embassy of Argentina

"Mendoza Dresses in White"
16mm, sound, color, 14 min.
Description of Province of

Evaluation:

Comments on use:

Subject Area(s) Social Studies

Unit(s) Latin American History/Geography
p. 4

Objective(s).

Procedure:	Resources and Materials:
	Mendoza in winter Embassy of Argentina "Through Lakes and Rivers" 16mm, sound, color, 11 min. Describes different kinds of fish Embassy of Argentina "Tierra Del Fuego Report" 16mm, sound, color, 20 min. Illustrates geography of southern Argentina, Embassy of Argentina "The Changing Cowboy" 16mm, sound, color, 28 min. (1971) Traces development of cowboy and details modern cowboy. Pay return postage book 2 months in advance American Hereford Association Farm Film Foundation Dept. of Information 715 Hereford Drive Kansas City, MO 64105

Evaluation:

Comments on use:

Subject Area(s) Social Studies

Unit(s) Latin American History/Geography
p. 5

Objective(s):

Procedure:

Resources and Materials:

"Idaho Cattle Country"
16mm, sound, color, 14 min. (1971
An account of cattle business in
Idaho. Ideal for first grade and
above.
Pay return postage, book one
month in advance
Idaho Beef Council
2228 Main St.
Boise, ID 83706

Evaluation:

Class and individual projects.

Comments on use:

Conley McAnally

Subject Area(s) Social Studies

Unit(s) The Stock Market

Objective(s):

The student will show an understanding of the stock market by investing in a hypothetical situation.

Procedure:

Introduction to the American stock market
- a. Define term stock market
- b. Explain how stock market works

Simulation activity:
- a. Students organized into Stock Clubs with a hypothetical $5,000 with which to buy stocks.
- b. Students' Stock Clubs compete to see who over a pre-established period of time can make the most profit.

Class discussion: Each student to tell class why he would or would not want to invest in the stock market when he becomes an adult.

Resources and Materials:

Copies of the New York and American Stock Exchange transactions from daily newspapers

Simulation game:
Exchange--A Stock Market Activity
by Creative Classroom Activities

Students themselves

Film:
"The Electronic Stock Market"
16mm, sound, color, 13½ min. (1972)
Gives background of the over-the-counter market.
Pay return postage, book 2 weeks in advance
National Association of Securities
Dealers, Inc.
Attention: Public Relations Dept.
1735 K St.
N.W. Washington, DC 20006

Evaluation:

Comments on use:

Conley McAnally

Subject Area(s) Contemporary Issues

Unit(s) Local Government

Objective(s):

To associate the student with opportunities in local government.

Procedure:	Resources and Materials:
Discuss different types of local and county government.	Government offices
Set up a "Local Government Day." Arrange a day for students to tour the offices of local government in their home town and county seat.	State representatives and senator

Evaluation:

Have a group discussion on what the students got out of their experiences.

Comments on use:

John Miller.

GENERAL OVERVIEW

The Industrial Arts student works in many different areas including: drafting, metals, power mechanics, wood, electricity, plastic, and leather. It is the duty of the Industrial Arts teacher to implement Career Education into the above mentioned areas as well as the concept of cooperation, working together, proper maintenance of equipment, and most of all safety.

The following career related instructional procedures are designed to give each student a relationship between themselves and industry. It is designed to make the student want to explore possible vocation opportunities.

It has tried to incorporate the student, parent, home, community, nature, and industry into what is hoped to be an enlightening class for first year Industrial Arts students.

Not only the use of electricity, motors, wood, metal, plastic, leather, and drafting are to be taught but the people that work with these materials are to be studied. This course is to give the basic knowledge of how to operate the equipment in the shop and how they can be used further on in life.

Subject Area(s) Industrial Arts

Unit(s) Cooperation

Objective(s): To become aware of the need for cooperation. To become aware of different occupation clusters. To increase awareness of the types of endeavors open to students. To understand importance of teamwork.

Procedure:	Resources and Materials:
Each student should inquire from their parents. Do their parents work with anyone? If so, must they cooperate or share time, machines, space, etc.	Parents
A father or member from an assembly operation talk to the class regarding the importance of each person and how one loafer can make work double hard on the remainder of the group. Look for people cooperating/working together.	Father or other worker Learning Arts, Wichita, KS Transparencies: Best Career Choice Film: "Why Work?"
Observe items in our laboratory that might need cooperation and sharing, e.g., waiting for a machine, cleaning the laboratory. Make a list of items in our lab that might require cooperation.	Filmstrip: "Career Education Cluster Series," "Choosing a Vocation" Stanley Learning arts School lab
Show pictures of an assembly line that has been operated in the class. Show how each student does his job and how each person is dependent on each other.	Previous pictures of a class
Observe a physical education class playing basketball, etc.	Physical education class

Evaluation:

Class reports, class discussion, student impressions.

Comments on use:

Ron Wilken

Subject Area(s) Industrial Arts

Unit(s) Laboratory Maintenance

Objective(s): To realize the importance of maintenance. To understand the importance of cleaning the shop. To become acquainted with maintenance of hand tools.

Procedure:	Resources and Materials:
Each student ask their parents what would happen if the equipment they work with broke down. Give in-class summary.	Parents
Invite a machinest, welder, carpenter, assembly line worker come in and speak on the importance of good, workable equipment.	Laborer
Each student find a danger involved when a machine or tool has not been maintained correctly. Ask them to list these dangers.	Importance of Good Maintenance, Stanley Tools
The importance of keeping our laboratory clean and free of clutter by showing how accidents can occur. Show film and follow with class discussion.	A clean shop is a safe shop. Rockwell-Delta
Demonstrate hand tools and explain the proper maintenance.	Hand tools
Demonstrate proper care and maintenance of power machines. Either the teacher or suitable students may demonstrate.	Power machines

Evaluation:

Short written report or question/answer session on laboratory maintenance importance.

Comments on use:

Ron Wilken

Subject Area(s) Industrial Arts

Unit(s) Safety

Objective(s): To understand the importance of safety in industry and the school shop. To view the dangers of electricity and to learn safety of hand tools and machines.

Procedure:	Resources and Materials:
Each student is to find if there are any safety precautions their parents must take at their jobs. Give class report.	Parents
A safety foreman from a cooperating business give a safety talk. Follow with class questions.	Business Film: "Shop Safety"
A field trip to a nearby factory to view how safety fits into production.	Stanley Tools
Each student serve as a safety inspector and see if he observes any unsafe or possible dangerous thing in our own laboratory.	Film: "The Third Wire Can Save Your Life"
Students are to find some accident they have been in, e.g., bike wreck, knife cut, mashed finger, etc. Write a paragraph describing what happened and why.	Factory, Broadhead-Garrett Laboratory, students
Demonstrate the basic hand tools and safety required to use them.	Hand tools
Demonstrate power machines with emphasis on safety.	Power machines Films: "Handtrap Test," (SU-120) 16mm, sound, color, 20 min. Illustrates tests on hand and finger injuries and related pinchpoints. It helps create and maintain an awareness

Evaluation:

Comments on use:

Subject Area(s) Industrial Arts

Unit(s) Safety, p. 2

Objective(s):

Procedure:

Resources and Materials:
of potential hazards that are faced daily. (Distribution restricted to grade 7 and above) Pay return postage, book 3 weeks advance. U. S. Steel Corp., Chicago Film Center, 208 S. LaSalle St., Chicago, IL 60690
"Knowing's Not Enough" (SU-485) 16mm, sound, 28 min., color. Available to 7th grade and above. Pay return postage, book 3 weeks in advance. U. S. Steel Corp.
"Memory of Who I Am," 16mm, sound, color, 11 min. (1973). A unique approach to problem of safety on the job. Pay return postage, book 1 month in advance.
"Don't Drop Your Guard," 16mm, color, sound, 15 min. Stresses the value and importance of machine guards in industry. Aetna Life & Casualty Public Relations Film Library, 151 Farmington Ave., Hartford, CT 06115
"Safety Using Saws Safety Film Chisel and Gouges"

Evaluation:

Skill test on safety procedures either written or demonstrated.

Comments on use:

Ron Wilken

Subject Area(s) Industrial Arts

Unit(s) Drafting

Objective(s): To relate drafting to vocations. To understand usefulness of drawings and how they are constructed. To relate blueprints to the finished home and to understand how industry uses drawings. To construct a drawing.

Procedure:	Resources and Materials:
If any parents are employed in the drafting field, have them give a short summary of their job in class as a guest speaker.	Parents
Field trip to a drafting department or an architect's office to view draftsmen at work.	Architect
Give the students a puzzle, allow them to put it together without knowledge of what the final puzzle looks. Then show them a finished picture of the puzzle and allow them to put it together.	Several puzzles Film: "Language of Technical Drawing Series" Learning arts
A student who has recently built a house bringing the plans of the house to school.	Blueprints
A field trip to a newly built home, a brief summary from the carpenter on how he reads the plans.	New home site
Demonstrate how to construct a three-view drawing.	Overhead project Learning arts Film: "Drawing in Industry"

Evaluation: Make simple drawings to illustrate knowledge of drafting. (orthographic and isometric)

Comments on use:

Ron Wilken

Subject Area(s) Industrial Arts

Unit(s) Woodwork

Objective(s): For the student to become aware of different woodwork vocations and their relationship with tools. For the student to realize trees have more importance than only wood. To become acquainted with how to further education in wood. To understand the use and safety practices for wood machines. Understand the unit of measurement of wood. To see importance of finish. To realize what happens to unfinished wood.

Procedure:	Resources and Materials:
Invite a parent whose vocation deals with wood to give a report to the class on his work with wood.	Parent
Invite a conservation agent to speak to the class about the importance of wood to wildlife and the environment.	Conservation department
Invite a forester to tell about different types of trees and their uses.	Forest agent
Field trip to a local wooded area. Have students identify types of trees and their uses.	Wooded area
Visit an area vocational wood department.	Area vocational school
Students should tell what type of vocation requires the use of certain machines, e.g., bandsaw--mill.	
Students should find possible safety defects or faults and suggest how it could be made safer.	
Demonstrate to the class how lumber is measured, board feet and explain how to work board feet.	Overhead
Field trip to lumber yard to see how they figure lumber.	Lumber yard
Demonstrate proper finish of wood from sanding to waxing.	Laboratory

Evaluation:

Comments on use:

Subject Area(s) Industrial Arts

Unit(s) Woodwork, p. 2

Objective(s):

Procedure:

Students observe at home, school, etc., for wood that has not been finished correctly. Ask them to compile a list to share in class.

Use hand tools and basic wood machines.

Resources and Materials:

Deft's
Film "Beautify and Protect Your Home"

Learning arts
Film "Careers in Various Trade Occupations"

Evaluation: Each student should submit a list of 20 different items made from trees. Students should demonstrate hand tools and tell of a vocation that it might be used in, e.g., hammer--carpenter, in class. Each student should have the opportunity to demonstrate the correct, safe method of operating each wood machine. Give each student a piece of lumber and have them figure the board feet. Construct a simple wood project. Demonstrate ability to apply finish.

Comments on use:

Ron Wilken

Subject Area(s) Industrial Arts

Unit(s) Metal work

Objective(s): To become acquainted with metal vocations. To learn different types of metal and their uses. To understand the proper use of tools and machines and how metal parts are put together.

Procedure:	Resources and Materials:
Invite a parent to present how they work with metal.	Parent
Students should list 20 objects made of metal.	
Invite a metallurgist to speak on different types and properties of metal.	Metallurgist
Demonstrate metal tools and machines.	Learning arts, laboratory
Field trip to a welding shop.	Welding shop
Students should list 20 things in our laboratory that are constructed of metal.	Laboratory
Visit local vocational school.	Vocational school
	Films: "Tip, A Tool, A Chip" 16mm, sound, color, 20 min. (1968) Tells the story of metal cutting tools--what they are, how they are made, and how they are used. Pay return postage and insurance book 12 weeks in advance. VR/WESSON, A Division of Fansteel, Marketing Services Department, 800 Market St., Waukegan, IL 60085

Evaluation: Construct small metal objects using basic metal machines and hand tools.

Comments on use:

Subject Area(s) Industrial Arts

Unit(s) Metal work, p. 2

Objective(s):

Procedure:

Resources and Materials:

"   With Unit Cost," 16mm, sound, color, 17 min. (1974). Deals with economics of metal working. Pay return postage, book 4 weeks in advance. Master Chemical Corporation, 501 W. Boundary, Perrysburg, OH 43551

"Making, Shaping and Treating of Steel Series," (SU-975), 16mm, sound, color, 43½ min. (1961). The five films cover the many important steel making processes Available to 7th grade and above.

"Blast Furnace" (SU-976)

"The Open Hearth Furance" (SU-977)

"The Electric Arc Furnace" (SU-978)

"Semi-Finished Steel" (SU-979)

"Chemistry of Iron and Steel" (SU-981)

Pay return postage, book 3 weeks in advance. U. S. Steel Corp., Chicago Film Center, 208 S. La Salle St., Chicago, IL 60690

"Progress in Metal Joining," 16mm, sound, 13 min. (1974). Tells how a welding systems approach provides the most efficient and economical way to join metal. Pay return postage, book 4 weeks in advance. Hobart Brothers Co., 600 W. Main, Troy, OH 45373.

Evaluation:

Comments on use:

Ron Wilken

Subject Area(s) Industrial Arts

Unit(s) Electricity

Objective(s): To become familiar with vocations in electricity. To realize the use of electricity and its dangers. To become acquainted with the making of electricity.

Procedure:	Resources and Materials:
Invite one of the student's parents that works with electricity to speak to the class.	Parents
Each students list 20 items that are operated by electricity.	School/home
Invite a special speaker from an electric cooperative.	Electric cooperation
Invite an electrician to speak on dangers of working with electricity.	Electrician
Field trip to a dam where electricity is generated.	

Evaluation:

Experiments concerning basic electrical fundamentals. Could use Electricians A.O.S. #4562, etc.

Comments on use:

Ron Wilken

Subject Area(s) Industrial Arts

Unit(s) Power Mechanics

Objective(s): To become acquainted with vocations in power mechanics. To be acquainted with different engines. To understand the value of machines. To understand potential energy.

Procedure:	Resources and Materials:
Invite parent or student to give a talk on their job as a mechanic.	Parent
A student should list the different types of engines.	Library
Demonstrate types of simple machines and how they are applied to complicated machines.	General shop Groneman-Feire
Demonstrate the process of converting fuel to mechanical energy.	Automotive series MTA-4
Field trip to a mechanic's garage. (A new car lot is preferred.)	Mechanic's garage

Evaluation: Students should completely disassemble and assemble a two and four stroke cycle engine.

Comments on use:

Ron Wilken

Subject Area(s) Industrial Arts

Unit(s) Leather--Plastics

Objective(s): For the student to realize vocations in leather and plastics. To understand where cuts of leather come and how they can be tanned. To be familiar with items that come from plastics.

Procedure:	Resources and Materials:
Invite a parent to speak on his job in one of these areas.	Parents
Field trip to a farm to observe the cows . . . leather.	Farm
Field trip to a grocery store to find items made of plastic.	Cooperating store
Students bring in hides their parents have tanned.	Racoon, deer, beaver, etc.
Students give class report on how plastic has aided present day life either oral or written.	Library

Evaluation: Each student construct a small project from both leather and plastic.

Comments on use:

Ron Wilken

Subject Area(s) Industrial Arts

Unit(s) Industry/Assembly Line/Mass Production

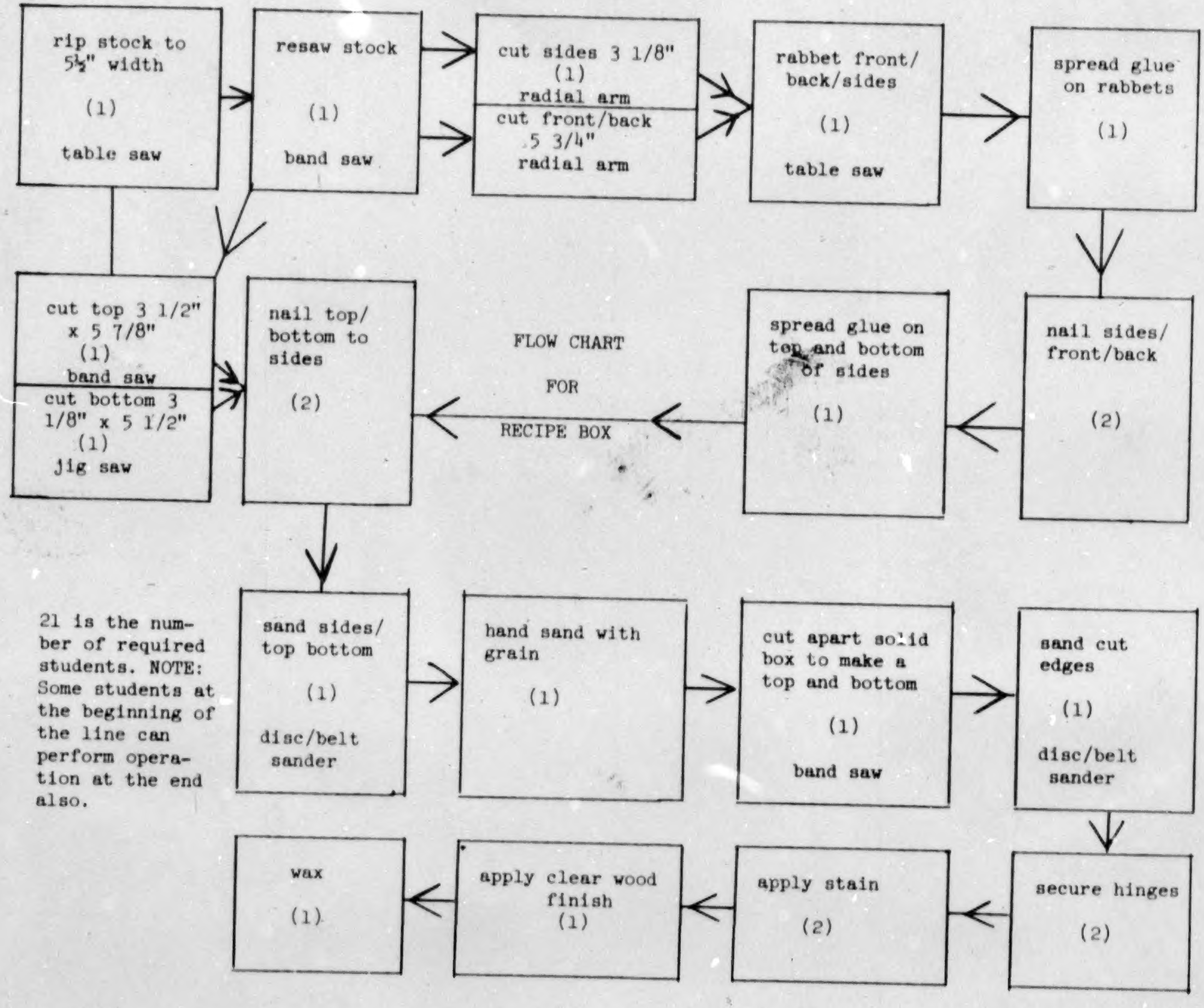
Objective(s): To become acquainted with the basis of mass production and the vocations involved. For the student to understand the importance of safety, quality control and motion-time study in production. To become aware of industry through actual role playing.

Procedure:	Resources and Materials:
Invite a parent to come and report on the function of an assembly line.	Parents
Field trip to a nearby industry.	Industry
Student report on a mass production product.	Library
Invite a safety, quality control, motion-time study speaker for the class.	
After working in a realistic work situation, the student will evaluate and discuss how his attitudes and behaviors helped or hindered him in the work situation.	

Evaluation: The student set up an assembly line and mass produce an item. Each student should rotate, having opportunity to work at each station including: foreman, supervisor, safety, motion-time, quality control, assembly worker.

Comments on use:

Ron Wilken



FLOW CHART FOR RECIPE BOX

rip stock to 5½" width (1) table saw
resaw stock (1) band saw
cut sides 3 1/8" (1) radial arm
cut front/back 5 3/4" radial arm
rabbet front/back/sides (1) table saw
spread glue on rabbets (1)
cut top 3 1/2" x 5 7/8" (1) band saw
cut bottom 3 1/8" x 5 1/2" (1) jig saw
nail top/bottom to sides (2)
spread glue on top and bottom of sides (1)
nail sides/front/back (2)
sand sides/top bottom (1) disc/belt sander
hand sand with grain (1)
cut apart solid box to make a top and bottom (1) band saw
sand cut edges (1) disc/belt sander
wax (1)
apply clear wood finish (1)
apply stain (2)
secure hinges (2)

21 is the number of required students. NOTE: Some students at the beginning of the line can perform operation at the end also.

INDUSTRY/ASSEMBLY LINE/MASS PRODUCTION

The preceding mass production of the recipe box teaches the following.

The student should:

learn to use the band saw/resaw
set up dado heads on table saw
rip on table saw
crosscut on table saw
use radial arm saw
measure accurately
be able to square a board
mix and spread glue
nail parts together
use disc/belt sander
learn correct method of hand sanding
apply stain
use steel wool
wax recipe box
supervise an assembly
connect hinges properly
learn the meaning of quality and quanity
cooperate together
share tools and equipment
follow safety standards
understand the importance of each individual
understand the importance of properly working equipment
see what happens when one person is absent
comprehend the importance of not wasting material

After completion of several (to be determined by the teacher) of these projects, a sales department should be organized to sell the products to parents, teachers and other willing customers in the community. The sales organization needs a manager, a sales manager, a recorder, two treasurers and the remainder salesmen.

Record should be kept on the initial cost of supplies, and the amount of money collected by the sale of products. Close record should be kept on the amount each student takes from the school to sell and those sold.

The project should be sold at a price that people will readily buy them, but a slight profit is made. This profit should be used as a student reinforcement. The profit may be collected by the treasurer and used for a party at the end of the school year or each student may receive a certain percent profit for each box sold. (This method seems to teach more and work the best.)

The sale of the mass production projects acquaints the student to:

sell to the public
initial cost projection
profit tabulation
profit sharing
bookkeeping
taking care of money
making change
competition of salesmen
importance of quality projects
working together
working under supervision
the harder worked the more profit made
the loafer doesn't succeed in competition

TEACHING ADVANTAGES OF MASS PRODUCTION

A mass production takes from 17-25 students. From the teaching standpoint, mass producing projects:

teaches the student the use of machines
teaches the student cooperation
teaches the student fundamentals of business
keeps the student's interest
keeps each student busy
has good response with parents
acquaints the student with the world of work
gives student opportunity to earn money
is very inexpensive from the administration standpoint
can be very helpful where poor student cannot afford projects
gets student interest and keeps it
provides student with a knowledge of working on an assembly line

GUEST SPEAKER AND FIELD TRIP SITE LISTING

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Adco	900 W. Main Sedalia, MO	Dr. Alexander	826-3300	Yes	1-6	9-12	No
Allstate Insurance Co.	4800 E. 63rd Kansas City, MO	Mr. John Irish	333-6800	Yes	20	11-16	No
American Electrical Industries	Highway 50 Sedalia, MO	Mr. Russ Woodyard	827-1712	Yes	30	6-12	Yes
Archias Floral Co.	4th & Park Sedalia, MO	Mr. Don King	826-4000	Yes	20	K-12	Yes
Artist	203 N. Jefferson Sedalia, MO	Ms. Thelma Hansen	886-8464	No	0	7-12	Yes
Attorney at Law	Cole Camp, MO	Mr. Pete Stelling	668-4858	No	0	0	Yes
Attorney at Law	Warsaw, MO	Mr. Edwin F. Brady	438-5116	Yes	4-5	9-12	Yes
Attorney at Law	Farmer's Savings Bank Marshall, MO	Mr. Larry McClure	886-6986	No	0	7-12	Yes
Ault's Skelly Station	1570 S. Kentucky Marshall, MO	Mr. Bob Ault	886-6792	No	0	7-12	No
B & E Market	1701 S. Kentucky Marshall, MO	Mr. Jim Dick	886-2188	Yes	30	3-12	No
Banges	78 S. Jefferson Marshall, MO	Ms. Dolly Kiser	886-3716	No	0	7-12	Yes
Banquet Foods	253 W. Marion St. Marshall, MO	Mr. Caton Martin	886-3301	Yes	20	4-9	Possibly
Benton County Enterprise	Warsaw, MO	Mr. Mahlon White	438-6312	Yes	4-5	9-12	Possibly
Benton County R-I School	Cole Camp, MO	Mr. Vergil Oglevie	668-4427	No	0	0	Possibly

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Benton County R-IX	Warsaw, MO	Dr. John Boise	438-7351	No	0	8-10	Yes
Benton County Sheriff's Dept.	Warsaw, MO	Mr. Robert Breshears	438-5252	Yes	5-6	9-10	Yes
Binghams Super Saver	La Monte, MO	Mrs. Bingham	347-5426	No	0	0	No
Body Shop	Cole Camp, MO	Mr. David Luetjen	668-3155	Yes	2-4	9-10	No
Bohling Grocery	Cole Camp, MO	Mr. E. G. Bohling		No	0	0	Possibly
Boonslick Regional Library	Sixth & Lamine Sedalia, MO	Ms. V. Corley	826-6195	Yes	20	K-9	Possibly
Borchers & Heimsoth	Cole Camp, MO	Mr. Ervin Borchers	668-4923	No	0	0	No
Bothwell Hospital Physical Therapy	Sedalia, MO	Ms. Nevin Almquist	826-8833	Yes	7-15	7-12	Yes
Bothwell Hospital	Sedalia, MO	Ms. Marie Nicholson	826-8833	Yes	20	12-16	No
Breech Academy - TWA	6300 Lamar Avenue Mission, KS	Ms. Mickey Holiday	842-4000	Yes	20	11-16	Yes
Brick Mason	RFD 3 Warsaw, MO	Mr. Lee Slavens	438-5360	No	0	0	Possibly
Broadway Car Wash	310 W. Broadway Sedalia, MO	Mr. Dale Arms	826-0375	Yes	25-30	1-12	No
Broadway Lanes, Inc.	2119 W. Broadway Sedalia, MO	Ms. Edith Simons	827-0404	Yes	Large	K-14	Possibly
Brown, McCloskey, Buckley	309 E. 5th St. Sedalia, MO	Ms. Mabel Glenn	826-7373	No	0	0	No
Business Mens Assurance	BMS Building Kansas City, MO	Ms. Almeta Wilcher	753-8000	Yes	20	11-16	No

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
C-B Shop	Cole Camp, MO	Mr. Dave Wordeman		Yes	4	9-12	No
C. W. Flower	219 S. Ohio Sedalia, MO	Mrs. Austin	826-3200	Yes	15-20	11-16	Yes
Cablevision, Inc.	600 S. Osage Sedalia, MO	Mr. Lynn Harrison	826-0933	Yes	20	5-9	Possibly
Cargill Incorporated	Marshall, MO	Mr. Jack Hartwick	886-7473	Yes	20-25	9	Possibly
Cargill Nutrena Feeds	Smithton, MO	Mr. Gene Hudiburg	343-5319	Yes	10	7-12	Yes
Cash U. S. Super	Cole Camp, MO	Mr. Jim Cash	668-3700	Possibly	0	0	No
City Offices	214 N. Lafayette Marshall, MO	Mr. Ron Collins	886-2226	No	0	7-12	Yes
Classic Studio	6th & Kentucky Sedalia, MO	Mr. Ed Brummett	826-8888	Yes	5-10	7-12	Yes
Clay Mead Furniture	Highway 65 Marshall, MO	Ms. Kay Perkins	886-5354	No	0	7-12	Yes
Coffman's Marina	Highway 65 South Sedalia, MO	Mr. John Smith	827-3692	Yes	1-6	9-12	No
Commerce Bank	10th & Walnut Kansas City, MO	Mr. John Wells	234-2000	Yes	20	11-16	No
Consumers Supermarket	Hancock & Broadway Sedalia, MO	Mr. Bill Smillie	827-3190	Yes	15	K-12	Yes
Courts Lawn and Garden	Marshall, MO	Mr. Delford Thompson	886-5000	No	0	7-12	Yes
Creasy's Insurance Agency	Warsaw, MO	Mr. Gordon Creasy	438-5621	No	0	0	Yes
Dala's Boutique	Tipton, MO	Ms. Dala Yantz	433-2626	No	0	0	Yes
Day Care	321 W. Second Sedalia, MO	Mrs. Zimmerschied	826-5040	Yes	1 a day	0	Yes

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
DeKalb Ag. Research	Marshall, MO	Mr. Don Wert	886-7438	Yes	10-40	5-9	Possibly
DeLong Dry Goods	Warsaw, MO	Mrs. DeLong	438-5307	No	0	0	Possibly
Deluxe Cafe	Cole Camp, MO	Ms. Marie Musser	668-4521	Yes	2-4	9-10	Yes
Democrat News	Marshall, MO	Mr. Jerry Arnett	886-2233	Yes	25	7-9	Yes
Dentist	Warsaw, MO	Dr. Shepardson	438-5421	No	0	0	Possibly
Dentist	1810 W. 11th Sedalia, MO	Dr. Robert Vit	826-5445	No	0	K-12	No
Dentist	Cole Camp, MO	Dr. D. V. Reimsnitter	668-3312	Yes	4-6	9-12	Possibly
Doctor of Osteopathy	1701 S. Lafayette Sedalia, MO	Dr. Joe Bennett	826-6633	Yes	5 at a time, 40 maximum	7-12	Yes
Don's Dive Shop	3312 S. Highway 65 Sedalia, MO	Mr. Don Kabler	826-4681	No	0	8-12	Yes
Don's Welding	Highway 65 South Sedalia, MO	Mr. Don Carr	826-7310	Yes	1-10	8-12	No
Duke Manufacturing	Main & Duke Road Sedalia, MO	Mr. Ivan Stuart	827-2661	Yes	10	4-12	No
Durham Chevrolet	Warsaw, MO	Mr. Floyd Durham	438-5133	Yes	10	8-12	Yes
Eckhoff Clothing	Cole Camp, MO	Mr. Raymond Eckhoff	668-4707	Yes	4	9-12	No
Essers	18 S. Jefferson Marshall, MO	Mr. David Esser	886-2107	No	0	7-12	Yes
Estes' 66 Station	Warsaw, MO	Mr. Gary Estes	438-6022	No	0	0	Possibly
Farmer's Bank of Lincoln	Lincoln, MO	Mr. Karl Kroenke	547-3311	Yes	4-5	9-12	Possibly
Farmer's Insurance	1806 W. 11th Sedalia, MO	Mr. Newby	827-0122	Yes	1-5	9-12	Possibly

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Fire Station	211 S. Kentucky Sedalia, MO	Mr. Jabas	826-8044	Yes	1-15	0	Possibly
Flat Creek Vet. Hosp.	1701 W. Main Sedalia, MO	Dr. Peacock	827-2057	Yes	10-15	K-12	Yes
Gambles	2 S. Jefferson Marshall, MO	Mr. Norvelle Brown	886-6823	No	0	7-12	Yes
Bill Greer Body Shop	Main Street Sedalia, MO	Mr. Orval Burd	827-2162	Yes	5	10-12	No
Hallmark	25th & McGee Kansas City, MO	Ms. Rose A. Lightle	274-4667	Yes	20	11-16	Yes
Harris & Reid	Farmer's Savings Bank Marshall, MO	Mr. Mike Reid	886-5544	No	0	7-12	Yes
Heinzler Bros. Welding	Marshall, MO	Mr. Frank Heinzler	886-7775	Yes	20-25	7-9	No
Holiday Inn	32nd & Limit Sedalia, MO	Mr. Jim Grieshaber	826-6100	Yes	40-50	8-9	Possibly
Home Lumber	207 E. North Marshall, MO	Mr. Roland Wood	886-3342	No	0	7-12	Yes
Horse Racing	P.O. Box 951 Sedalia, MO	Mr. Anderson	826-7114	Yes	1-10	9-12	Possibly
Howard Construction	1509 N. Ohio Sedalia, MO	Mr. Olen Howard	826-5750	Yes	5-15	8-12	No
Hurtt's Pharmacy	504 W. 16th Sedalia, MO	Mr. Hurtt	826-2872	Yes	1-10	8-12	Possibly
IBEW Local 814 Credit Union	2111 W. Broadway Sedalia, MO	Ms. June Kuhlman	826-0814	Yes	6 at a time	8-12	Possibly
IGA	2402 W. Broadway Sedalia, MO	Mr. Ralph Huff	827-1452	Yes	25	K-12	Yes

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Industrial Loan & Investment	120 W. Fifth Sedalia, MO	Mr. Firman Boul	826-4800	Yes	25	7-12	Yes
J & J's	1421 S. Limit Sedalia, MO	Mr. Jack Smith	827-2485	No	0	0	Possibly
Jack Couts' Running Quarter Horses	Mo. State Fair Grounds Sedalia, MO	Ms. Tina Brown	826-1135	Yes	5-10	K-12	No
Jim's Garden Center	1000 W. Main Sedalia, MO	Mr. James L. Foster	826-4411	Yes	15	4-9	Possibly
Bob Johnson TV & Appliance	2907 W. Broadway Sedalia, MO	Mr. Ray Thompson Mr. Paul Johnson	827-2326	Yes	15-20	7-12	Yes
KDRO Radio	West Highway 50 Sedalia, MO	Mr. Herb Brandes	826-5005	Yes	15	K-12	Possibly
Keeharts	Marshall, MO	Ms. Alice Alexander	886-5611	No	0	7-12	Yes
Kim Originals	2500 E. Broadway Sedalia, MO	Mr. Bill Cline	826-2500	Yes	15	K-12	Possibly
Kings Court	Marshall, MO	Mr. Bill Coman	886-5444	Yes	15	7-12	No
KMMO-KMFL	Highway 65 North Marshall, MO	Mr. Harold Douglas Mr. Jim Athon Mr. Jack Abdon	886-7422	No	0	7-12	Yes
KMOS TV Station	2100 W. Broadway Sedalia, MO	Mr. Stuart Gressley	826-1651	Yes	15	K-12	Yes
KSIS Radio	North 65 Highway Sedalia, MO	Mr. Carl Yates	826-1050	Yes	10	K-14	Yes
Lacuma Builders, Inc.	2800 W. Main Sedalia, MO	Mr. Bob Cook	826-0522	No	0	0	Yes

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Lamm, Barnett, Crawford, Barnes, Fritz Law Firm	118 W. Fifth Sedalia, MO	Mr. Donald Barnes	826-5428	No	0	11-12	Yes
Lee's Archery Manufacturing	Route 2 Sedalia, MO	Mr. LeRoy Young	826-6762	Yes	20	7-16	No
Lee's Studio	20 S. Jefferson Marshall, MO	Mr. Lee Beardon	886-7313	No	0	7-12	Yes
Lifeguard	2401 W. Second Sedalia, MO	Ms. Diane Cordry	826-7719	No	1-15	8-10	Yes
Lincoln New Era Newspaper	Lincoln, MO	Mr. George Williams	547-3800	Yes	Inquire	Inquire	Possibly
Locker Plant	Hughesville, MO	Mr. Bill Wheeler	826-8630	Yes	10-15	1-12	Yes
Macy's	1034 Main Kansas City, MO	Mrs. Cullen	221-3737	Yes	20	11-16	No
Magistrate Judge--Pettis County	901 S. Vermont Sedalia, MO	Ms. Hazel Palmer	826-8816	No	0	11-12	Yes
Marshall Chamber of Commerce	214 N. Lafayette Marshall, MO	Mr. Leo Hayob	886-7464	No	0	7-12	Yes
Marshall Floral & Greenhouse	160 W. Summit Marshall, MO	Ms. Juanita Dametz	886-7177	Yes	20	7-9	Yes
Marshall Police	Arrow Street Marshall, MO	Mr. Gerald Stone	886-7411	Yes	15-20	1-12	Yes
Marshall Public Schools	565 S. Odell Marshall, MO	Dr. John Payne	886-2244	Yes	20-30	7-12	Yes
Martin Lumber	Hughesville, MO	Mr. Con Scott	826-7556	No	0	0	No
Mattingly's Variety Store	218 S. Ohio Sedalia, MO	Mr. Bill Stratton	826-5270	Yes	20	7-12	Possibly

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Merle Norman Cosmetics	120 S. Ohio Sedalia, MO	Ms. Sandra Boul	826-6430	No	0	11-16	Yes
MFA Elevator	Cole Camp, MO	Mr. Ed Schnakenberg	668-3231	Yes	6-8	9-10	Possibly
MFA Grocery	Lincoln, MO	Mr. Joe McKnight	547-3621	No	0	0	Yes
MFA Implement	Lincoln, MO	Mr. Clarence Frisch	547-3318	Yes	4	9-12	No
MFA Insurance	1817 W. Broadway Columbia, MO	Mr. Vic Ohman	445-8441	Yes	20	11-16	No
Missouri Division of E. S.	215 E. Fifth Sedalia, MO	Mr. Bill Giles	826-8184	Yes	25	11-12	Yes
Missouri Pacific Railroad	210 N. 13th St. St. Louis, MO	Mr. D. M. Tutke	314-2944	Yes	Arr.	7-12	Possibly
Missouri State Bank	917 S. Limit Sedalia, MO	Mr. William Claycomb	826-1213	Yes	20-25	4-12	Possibly
Missouri State Fair	Box 111 Sedalia, MO	Ms. Myrna Ragar	826-0570	Yes	30	3-7	Possibly
Missouri Valley College	Marshall, MO	Mr. Ed Leslie	886-6924	No	0	9-12	Yes
Model Cleaners	Warsaw, MO	Mr. Richard Kingma	438-5831	Yes	20	K-12	No
Ollison's Garage	2809 E. 12th Sedalia, MO	Mr. Keith Ollison	826-4077	No	0	0	Yes
Otten Truckline	Cole Camp, MO	Mr. Pete Otten	668-3112	No	0	0	Yes
Patricia Stephens Modeling Finishing School	4638 Nichols Parkway Kansas City, MO	Ms. Sue Peterson	531-5866	Yes	60	7-12	Yes
Pepsi-Cola Bottling Co.	Sedalia, MO	Mr. W. C. Ream	826-8144	Yes	30	4-9	Possibly

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Pettis County Ambulance	626 E. Fifth Sedalia, MO	Mr. Joe Wasson	826-5316	Yes	10-15	6-12	Possibly
Phyllis's Beauty Shop	Cole Camp, MO	Ms. Phyllis Templeton	668-3750	Yes	6	9-12	No
Pittsburgh Corning	16th & Missouri Pacific Spur Sedalia, MO	Ms. Rita Kenney	826-4660	No	0	0	No
Post Office	205 N. Lafayette Marshall, MO	Mr. Weislocker	886-6200	Yes	25	7-9	No
Post Office	405 E. Fifth Sedalia, MO	Mr. Roy Hinton	826-8887	Yes	25-30	4-9	Possibly
Quality Body Shop	501 N. Park Sedalia, MO	Mr. Bill Utz	826-2126	Yes	1-10	8-12	No
Rainbow Radio & TV	Lincoln, MO	Mr. Rainbow	547-3317	Yes	4	9-12	No
Ramada Inn	3501 W. Broadway Sedalia, MO	Mr. Darrell Olsen	826-8400	Yes	15	5-12	Possibly
Reinhart Fajen, Inc.	Warsaw, MO	Ms. Eloise Atkins	438-5111	Yes	8-10	9-12	Possibly
Rest Haven Retirement Home	1800 S. Ingram Sedalia, MO		827-0845	Yes	10	1-9	Possibly
Retail Bakery	Sixth & Ohio Sedalia, MO	Mr. Mallory	826-6920	Yes	20	K-9	Possibly
Rick's Body Shop	R. R. #2 Sedalia, MO	Mr. Rick Geer	826-1157	Yes	25-30	7-12	No
Rival Manufacturing Co.	16th & Lamine Sedalia, MO	Mr. Jim Houchen	826-6600	Yes	15	4-12	Yes

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Rival Manufacturing Co.	Miller's Park Plaza Sedalia, MO	Ms. Nyra Price	827-3860	No	0	0	Yes
Rose & Buckner	72 N. Jefferson Marshall, MO	Mr. Bob Rose	886-2002	Yes	15-20	7-12	Yes
Russell Brothers	Marshall, MO	Mr. Casey Kotowiez	886-7340	No	0	7-12	Yes
Russell Brothers	214 S. Ohio Sedalia, MO	Mr. Bob Johnson	826-5154	Yes	1-10	8-12	No
Scott's Jewelry	East Highway 7 Marshall, MO	Mr. Scott	438-5700	No	0	0	Possibly
Sears	110 W. Third Sedalia, MO	Mr. Finis Galloway	826-6500	Yes	10	7-12	Yes
Sedalia Computer Service	210 E. 7th Sedalia, MO	Mr. Larry McRoy	827-1990	Yes	10-15	9-12	Yes
Sedalia Democrat-Capital	700 S. Massachusetts Sedalia, MO	Mr. Don Keller	826-1000	Yes	15	K-16	No
Sedalia Implement Co.	2205 S. Limit Sedalia, MO	Mr. John Joy	826-0466	Yes	15-25	7-12	Yes
Sedalia Memorial Airport	East Highway 50 Sedalia, MO	Mr. James Addas	826-9796	Yes	Small	K-14	Possibly
Sedalia Police Department	3rd & Osage Sedalia, MO	Mr. Bill Miller	826-0214	Yes	10-15	1-14	Yes
Sedalia Water Department	111 W. Fourth Sedalia, MO	Mr. C. H. Taylor	826-1234	Yes	15	6-9	Possibly
Sheriff's Department	Warsaw, MO	Mr. Bob Breshears	438-5252	No	0	0	No

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Paul Shinn Oil Company	RFD 3 Warsaw, MO	Mr. Paul Shinn	438-5013	No	0	0	No
Sho-Me Stables	State Fair Grounds Sedalia, MO	Ms. Elaine Knight	827-2243	Yes	5-10	K-12	No
Sound Shop	1716 W. Ninth Sedalia, MO	Mr. Al Reese	827-2223	Yes	20	K-12	Yes
Southwestern Bell Telephone	220 E. 5th St. Sedalia, MO	Mr. Bob Johnson	826-9800	Yes	25	K-12	Yes
Sowers' Horses	Callis Stables Sedalia, MO	Ms. Susan Sowers	827-1778	Yes	5-10	8-12	Yes
Stan's TV	P.O. Box 856, Rt. 2 Warsaw, MO	Mr. Stan Johnson	438-6859	No	1	9-10	Yes
State Fair Community College	1900 Clarendon Road Sedalia, MO	Mr. Fred Davis	826-7100	Yes Check with Betty Blackwell	5-10	9-12	Yes
State Fair Riding Academy	Route 3 Sedalia, MO	Ms. Faith Lovell	826-9767	Yes	1-5	8-12	No
T & O Phosphate	Hughesville, MO	Mr. Larry Owen	826-1813	No	0	0	No
The Craft Shop	318 S. Ohio Sedalia, MO	Mrs. Boatman	827-3041	Yes	15-20	5-12	Possibly
The Dog House	116 W. 16th Sedalia, MO	Mr. Antoine	827-1941	Yes	1-10	8-12	No
Third National Bank	301 S. Ohio Sedalia, MO	Mr. Bob McDonald	826-0611	Yes	30-40	6-9	Possibly
Town and Country Shoes	201 N. Missouri Sedalia, MO	Mr. Charles Rayl Mr. Ken Grott	826-4490	Yes	Small	K-12	Yes

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Tullis Hall Dairy Co.	541 E. Fifth Sedalia, MO	Mr. Funnell	826-3030	Yes	10	3-12	No
Tygart & Arth Body Shop	207 E. Belle Marshall, MO	Mr. Ray Arth	886-3033	Yes	25	7-8	Yes
Unitog	Warsaw, MO	Mr. Osborne McMillen	438-5117	Yes	Arr.	7-12	No
Verl's Amoco Service	1801 W. Broadway Sedalia, MO	Mr. Verl Schnepf	827-0040	Yes	1-10	8-12	No
Veterinary	Cole Camp, MO	Dr. Taylor	668-4523	No	0	0	No
Viebrocks Welding	Cole Camp, MO	Mr. Harold Viebrock	668-3233	Yes			No
Vogue Styles	22 Jefferson Marshall, MO	Mrs. Howell	886-6161	No	0	7-12	Yes
W-K Chevrolet Garage	Cole Camp, MO	Mr. Vern Dean	668-4421	Yes	4-6	9-12	Possibly
Walker Publishing Co.	2016 W. Main Sedalia, MO	Mr. Mark Kitch	826-8200	Yes	15	5-12	Yes
Warren Grocery	Green Ridge, MO	Mr. Warren	527-3317	No	0	0	No
Warsaw Auto Supply	Warsaw, MO	Mr. Stan Intelman	438-7321	Yes	Small	1-14	No
Warsaw Sewing Center	Warsaw, MO	Mr. Jerome Kelly Mr. Donald Prunty	438-6919	Yes	6	8-12	Possibly
Warsaw Veterinary Clinic	Warsaw, MO	Dr. N. V. Roff	438-7333	Yes	8	8-12	Yes
WESCEMO, Inc.	651 E. 14th Sedalia, MO	Mr. Steve Laslo	827-3760	No	0	8-12	Yes
Western Auto	Jefferson & Morgan Marshall, MO	Mr. Gerald Leach	886-6813	No	0	7-12	No
Wilken Music	Thompson Hills Sedalia, MO	Mr. Wilken	826-9356	Yes	10	4-12	Yes

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Williams Press	Cole Camp, MO	Mr. George Williams	668-4418 547-3911	Yes	4-6	9-12	Possibly
Wilson's Company, Inc.	Box 340 Marshall, MO	Mr. Don Nutten	886-5522	Possibly	12	7-12	Possibly
Wood & Huston Bank	27 North Street Marshall, MO	Mr. Mitchell	886-5575	Yes	25	7-9	Yes
Yeager's Cycle Sales	3001 S. Limit Sedalia, MO	Mr. Rick Yeager	826-2925	Yes	1-15	8-12	No
Yost Chevrolet	Odell Avenue Marshall, MO	Mr. Ken Yost	886-3348	No	0	7-12	Yes